

Confronting the Crisis of Expertise: Historical Roots and Current Challenges July 26- July 30, 2021

A. Course overview

Our course develops participants' skills in analyzing how techno and scientific knowledge is incorporated into governance, public discourses, and industrial practices. Through a wide range of examples dating back to the Cold War, students are presented with the changing mechanisms of meaning-making with regards to scientific languages, ranging from the ideological role of sciences and industrial techno-utopias to reflexive uses of quantitative data and algorithms. These are skills which participants can then bring to their own research, public engagement, and civic activism; while the course is also an introduction to the most recent debates of a growing field of interdisciplinary research dedicated to expertise.

The course is organized along **three thematic tracks** (topics). The first topic, **Cold War and the genealogies of technologies of intervention** provides the historical background for ideas concerning the production and use of science for political intervention. The Cold War gave rise to notions of expertise at the intersection of social science, corporations, and planning systems, not only in the US but in Europe as well, as discussed in the sessions under the second topic, **Truth regimes / East-West data cultures**. We will focus on the broader issue of *social inquiry for governance purposes* rather than social sciences per se, with due consideration for the specificities as well as the relationships between fields like sociology, economy, statistics, and environmental science. The third topic, **Evidence-based policies within East-West interactions** invites students to reflect on the legacies of Cold War technologies of intervention and the uses of data for policy making and economic development in the present.

Throughout the course, attention will be given to the rise of transdisciplinary interventionist discourses through the cases of forecasting (Jenny Andersson), macro-economy (Narcis Tulbure), industrial design (Tincuta Heinzl), empirical sociology (Adela Hincu), transnational broadcasting (Ioana Macrea-Toma), and policy making (Emily White). Alongside **lectures** and **seminar-type discussions** based on pre-assigned readings, students will work directly with primary sources (archival material, survey and economic data, policy and research reports) in **practical exercises** conducted throughout the course. They will reflect on *the architecture of different data banks* in their institutional settings (International Institute for Advanced System Analysis, National Institute for Statistics, Radio Free Europe Research Institute), the *intelligibility and portability of concepts* across time and space, *media representations* of phenomena with contested data, and *decision-making solutions* in contradictory data environments.

Students will be guided through sociological surveys conducted both in the East and in the West, for a better understanding of the workings of a certain facticity used for political purposes ("**Information gathering between science and politics**"). They will be presented samples of statistical data produced under state socialism in order to consider the differences between data rich and data poor economies ("**Data-poor versus data-rich societies**") and to connect a critical analysis of decision-making to different truth regimes, different publics, and different types of expertise ("**Making sense of sociological data**"). In so doing, they will also be equipped to assess the problems associated with the transposition of data and concepts across disciplinary boundaries and across the Iron Curtain, as in the case of macro-economic concepts ("**The invention of macroeconomic categories: between competition and cooperation**") and in the practices of textile industries ("**Globalization and Expertise: the 'Lohn' system and the changes in the nature and the role of fashion trends**"). Students will also reflect on analysts' perceptions in relation to complex phenomena intermingling political decision-making, economic management, and public concerns, both in the past as was the case of Radio Free Europe ("**Asymmetrical information ecologies**") and in the present as is the case of critical policy studies ("**Critical policy studies, beyond political and objectivist epistemologies,**

communicating science”). In their final reports, students will be encouraged to reflect on the relevance of the past for present policy concerns.

B. Bibliography for course participants:

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Andersson, Jenny, *The Future of the World. Futurology, Futurists and the Struggle for the Post-Cold War Imagination* (Oxford, Oxford University Press, 2018).

Aronova, Elena, Christine von Oertzen, and David Sepkoski (eds.), “Introduction: Historicizing Big Data”, in *Data Histories*, Special Issue of OSIRIS 32 (2017), 1–17.

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Bonney R., T.B. Phillips, H.L. Ballard, and J.W. Enck, “Can citizen science enhance public understanding of science?,” *Public Understanding of Science* 25(1):2-16, 2016. [doi:10.1177/0963662515607406](https://doi.org/10.1177/0963662515607406).

Brown, Kate, “Learning to Read the Great Chernobyl Acceleration Literacy in the More-than-Human Landscapes,” *Current Anthropology*, Volume 60, Supplement 20, August 2019.

Engerman, David, "The Rise and Fall of Wartime Social Science: Harvard's Refugee Interview Project, 1950-54," in Mark Solovey, *Cold War Social Science: Knowledge Production, Liberal Democracy, and Human Nature* (New York: Palgrave Macmillan, 2012).

Erickson, Paul, Lorraine Daston, et al., eds., “Introduction. The Struggle over Cold War Rationality,” in *How Reason Almost Lost Its Mind: The Strange Career of Cold War Rationality* (Chicago: University of Chicago press, 2013), 1-27.

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Haskel, Jonathan, and Stian Westlake, *Capitalism without Capital: The Rise of the Intangible Economy* (Princeton, N.J.: Princeton University Press, 2017).

Kornai, János, *Economics of Shortage* (Amsterdam: North Holland Press, 1980), excerpts.

Sen, Amartya, Jean Paul Fitoussi, and Joseph Stiglitz, *Mis-measuring Our Lives: Why GDP Doesn't Add Up* (The New Press, 2010).

Kuchinskaya, Olga, "Twice Invisible: Formal Representations of Radiation Danger," *Social Studies of Science*, February 2013, Vol. 43, No. 1, 78-96.

Lampland, Martha, "False Numbers as Formalizing Practices," *Social Studies of Science* 4, no. 3 (2010), 377-404.

Latour, Bruno, "Scientific Objects and Legal Objectivity," in Alain Pottage and Martha Mondy (editors), *La Fabrique du droit*, translated by Alain Pottage in Law, *Anthropology and the Constitution of the Social: Making Persons and Things* (Cambridge, Cambridge University Press, 2004), 73-113.

Lemov, Rebecca, "Filing the Total Human Experience: Anthropological Archives at Mid-Twentieth Century," in Lamont M., Camic C, Gross N, *Social Knowledge in the Making* (Chicago: University of Chicago Press: 2011).

Luehrmann, Sonja, "Counter-Archives," in *Religion in Secular Archives. Soviet Atheism and Historical Knowledge* (New York: Oxford University Press, 2015).

Pletsch, Carl, „The Three Worlds, or the Division of Social Scientific Labor, circa 1950–1975,” *Comparative Studies in Society and History* 23, no. 4 (1981), 565-590.

Poovey, Mary, *A History of the Modern Fact: Problems of Knowledge in the Sciences of Wealth and Society* (Chicago: University of Chicago Press, 1998).

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Shapin, Steven & Schaffer, Simon, *Leviathan and the Air Pump*, Princeton: Princeton University Press, 1985, excerpts.

Sommer, Vítězslav, "Scientists of the World, Unite!: Radovan Richta's Theory of Scientific and Technological Revolution," in Elena Aronova and Simone Turchetti, eds., *Science Studies during the Cold War and Beyond: Paradigms Defected* (New York: Palgrave, 2016), 177-204

Stubbs, Paul, Sofiya An, and Tatiana Chubarova, "Poverty, Inequality, and Well-Being in the Global East: Bringing the "Social" Back In," in *Social Policy, Poverty, and Inequality in Central and Eastern Europe and the Former Soviet Union: Agency and Institutions in Flux* (Stuttgart: Ibidem, 2019), 11-44.

Tooze, Adam, *Statistics and the German State, 1900–1945: The Making of Modern Economic Knowledge* (New York: Cambridge University Press, 2001), excerpts.

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Warde, Paul, and Sverker Sörlin, "Expertise for the Future. The Environment and the Emergence of Modern Prediction, 1920–1970," in Jenny Andersson and Eglė Rindzevičiūtė, Egle (eds.), *The Struggle for the Long Term in Transnational Science and Politics: Forging the Future* (London: Routledge, 2015), 38–63.

Wenning, C.J., "Scientific epistemology. How scientists know what they know," *Journal of Physics Teacher Education Online* 5(2), 2019.

Wynne, Brian, "May the Sheep Graze Safely?", in Scott Lash, B. Szerszynski and Brian Wynne, *Environment and Modernity; Towards a New Ecology* (London: Sage, 1996).

C. Tentative course schedule and class reader

The course consists of three thematic tracks / topics:

- "Cold War and the genealogies of technologies of intervention" (1 keynote speech; 2 sessions; 7 hours)
- "Truth regimes/ East and West data cultures" (3 sessions; 8 hours)
- "Evidence - based policies within East-West interactions" (3 sessions; 9 hours)

for a total of 24 teaching hours.

Keynote speech	The Historian as Expert Witness
Faculty member	István Rév
Number of hours	2
Teaching mode	<p>Lecture (50 min.) & Discussion (50 min.)</p> <p>As a hybrid type of knowledge situated at the intersection of different fields for the management of ever increasingly complex issues, expertise is currently changing the assumptions of intellectual life. The lecture will address broader questions about the ethics and knowledge conditions of "interventionist" dilemmas, when the modalities of long-term inquiries into universal issues and the need for short term resolutions within specific settings dramatically come into contact.</p> <p>The particular case study will be that of historian's expertise within judicial settings. The main paradox is that while the use of historical knowledge in courts is becoming increasingly needed, it is also contested, thus mirroring the general status of expertise in an age of political polarizations, competing expert groups, and rampant confirmation biases. The necessity of the historian's trained judgement with regards to the critical assessment of evidence is sometimes seen at odds with the consequentialist ethics and the pragmatic epistemology of the courtroom. What is the relationship between the scholars' open inquiries and the firmly defined investigations of judges? What about the different modes of argumentation?</p> <p>Background readings:</p> <p>Carlo Ginzburg, <i>The Judge and the Historian</i> (London: Verso, 1999).</p> <p>Bruno Latour, "Scientific Objects and Legal Objectivity," in Alain Pottage and Martha Mondy (editors), <i>La Fabrique du droit</i>, translated by Alain Pottage in Law, <i>Anthropology and the Constitution of the Social: Making Persons and Things</i> (Cambridge, Cambridge University Press, 2004), 73-113.</p>

Topic 1	Cold War and the genealogies of technologies of intervention
Faculty member	Jenny Andersson
Number of hours	3
Teaching mode	Lecture (50 min.) & Seminar (100 min.)
Discussion points	<p>A. Understanding the Present through Past Visions of the Future: Cold War and the Rise of Expertise</p> <p>After the introductory lecture about the dilemmas of expertise as hybrid knowledge, this session will discuss the <i>historical reasons</i> for the very emergence of expertise. It will analyze the genealogy of forms of expertise, methods, and technologies that have become part of governmentalities of the contemporary by going back to the Cold War. Gil Eyal (2019) traces back the rise and politicization of the category of the expert to the 1960s and the growing importance of the technocratic state and the regulatory sciences. According to Eyal, expertise relates to questions that were asked in scientific terms, and yet could not be answered by science alone, due to the complex nature of problems mingling not only technical competence, but political assessment of risk. Other scholars have emphasized the importance of the technical and intellectual expertise for national security especially during the first two decades of the Cold War (Joy Rohde, David Engerman), when anxieties about the future of the world made scholarly competences with regards to foreign ideas, doctrines, and societies crucial for the understanding and guidance of geopolitics.</p> <p>The session will therefore introduce topics that will later be developed throughout the summer course (data banks of psychological warfare, sociological research for policy purposes, economic data and policies) by laying out the connections between the welfare and warfare states in the aftermath of WWII. It will narrow down on futurology as an exemplary form of expertise emerging from this historical conjuncture. Forms of prediction played a key role in not only constructing visions of the future world order, but also in designing technologies and forms of knowledge that could shape or change it. Future research gave rise to specific spaces that were key sites for the production of globality, for instance UNESCO or the International Institute for Applied Systems Analysis. We shall look at the works of scientists and scholars who developed forecasting and the methods through which they thought the future could be shaped; and, comparatively, at forms of future governance, the institutions created in the 70s to address future problems, and their impact nowadays.</p> <p>Discussion points: The students will be introduced to the board game Future: A Game of Strategy, Influence and Chance. While experimenting with the game they will be asked:</p> <ol style="list-style-type: none"> 1. In what ways future studies have contributed to shape the present? Attention will be paid to the ways in which concepts, discourses, methods, artifacts (such as the board game), and technologies have influenced the ways in which policy, politics, and expertise interact. 2. To what extent – and how, specifically? – are these intellectual legacies, representations, and material objects still relevant today for understanding and shaping global problems? 3. Who has the authority to create and invent futures and what are “desirable futures”? <p>Mandatory readings: Gil Eyal, “Risk,” in <i>The Crisis of Expertise</i> (Cambridge/ Medford: Polity Press, 2019), 64-82.</p>

	<p>Gil Eyal and Lisa Buchholz, "From the Sociology of Intellectuals to the Sociology of Interventions," in <i>Annual Review of Sociology</i> 2010, 36: 117–37.</p> <p>Paul Warde and Sverker Sörlin, "Expertise for the Future. The Environment and the Emergence of Modern Prediction, 1920–1970," in Jenny Andersson and Egle Rindzeviciute, Egle (eds.), <i>The Struggle for the Long Term in Transnational Science and Politics: Forging the Future</i> (London: Routledge, 2015), 38–63.</p> <p>Daniel Bell, "Twelve Modes of Prediction. A Preliminary Sorting of Approaches in the Social Sciences," <i>Daedalus</i> 1964, 3: 845–80.</p>
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Topic 1	Cold War and the genealogies of technologies of intervention
Faculty member	Ioana Macrea-Toma
Number of hours	2
Teaching mode	Lecture (50 min.) & Seminar (100 min.)
Discussion points	<p style="text-align: center;">B. Information Gathering between Science and Politics</p> <p>This session reviews the history of information gathering operations during WWII (and after) in order to assess the characteristics of Cold War data banks as holistic repositories about distant and yet legible socio-political systems, the evolution of which could be decrypted by area experts. Understanding societies through the collection of data was premised on a future use of such data for steering such countries along the path of Western modernization. We shall study the archive of Radio Free Europe hosted at Blinken Open Society Archives.</p> <p>The course will look closer at the relationship between the American state and the socio-technical expertise as a specific product of the Cold War's preparedness for "total war." The ideological and nuclear perils made the US shift from a "risk assessment" paradigm to one of "preparedness" whereby societies were not imagined anymore as populations in need to be protected, but as "vital systems" (Andrew Lakoff, 2017) under the threat of catastrophic events. Predictions could be made on the basis of elaborate attempts to make socio-economic systems <i>legible</i> (Macrea-Toma, 2016). Therefore, if Communism and Capitalism were incommensurably opposed as value systems, they still transacted in terms of "mutually recognized league tables, from arsenal size to gross domestic product" (Steve Fuller, 2018). It is no wonder that military strategies as well as counter-propaganda operations were deployed by the creation of intricate data infrastructures mingling intelligence, public opinion assessment, and anthropological observance of cultures. The archives built by Radio Free Europe (hosted at Blinken OSA in Budapest) were part of a larger spectrum of academic-military projects of making distant societies under the communist grip knowable and classifiable systems. Their evolution was thought to be inferred by the study of past phenomena, in a recursive cybernetic way. Such records were referred to by military strategic compendia from the 1970s as the most complete intelligence data banks about the Communist countries; RFE itself recognized them as a collection of objective facts about Eastern European societies on which professional journalism could feed. Broadcasts as well as State Department directives were designed with their help. They are currently studied by hundreds of scholars studying socialism and post-socialism as pre-ordered repositories of problems about communism.</p> <p>The lecture will discuss American social sciences in relation with the Cold War military industrial complex and the role of Eastern European émigrés as <i>experts in understanding the societies</i> beyond the Iron Curtain. Reference will be made to Frankfurt School theorists who contributed</p>

	<p>to the development of empirical social research as an international binding norm and to the relationship between American policy makers, Eastern European refugees and scholars in establishing complex institutions of knowledge collection, storage, and dissemination. We will discuss the problems associated with designing big data infrastructures and assess the role of ideology in forging research and scientific agendas.</p> <p><i>Practical exercise:</i> We shall analyze the sociological and audience surveys conducted at Radio Free Europe for policy purposes. Such surveys involved a process of double translation: understanding Eastern Europe from afar and conveying socio-scientific knowledge about it to broadcasters and politicians. They stood also for artifacts of prediction, since they tried to assess behavioral trends and political attitudes in Eastern Europe that editors and policy makers had to reinforce (or not) through appropriate programming. The students will have the chance to follow the experts' struggles in their attempts to understand inaccessible societies through a series of repetitive surveys with slightly different questions and findings. Throughout the course segment, we will be asking what the relevance of Cold War data is, given the political imperatives behind its production, the ideological allegiances of those operating with truth technologies and the relative professional autonomy of subsidized science.</p> <p>Discussion points:</p> <ol style="list-style-type: none"> 1. What methodological questions would you ask to those Western agencies involved in doing sociological surveys during the Cold War? 2. Can one discard such data as “outdated” or “flawed”? To what extent certain politics and values affect the interrogation of the validity of scientific undertakings? <p>The main stake of this session will consist in raising awareness about the hybrid nature of “factual - ness” of Cold War information as a historical fact mingling objective pretenses and policy concerns and thus in dismissing relativistic approaches to expert data as inherently flawed or politically constructed.</p> <p>Mandatory readings:</p> <p>Engerman, David, "The Rise and Fall of Wartime Social Science: Harvard's Refugee Interview Project, 1950-54," in Mark Solovey, <i>Cold War Social Science: Knowledge Production, Liberal Democracy, and Human Nature</i> (New York: Palgrave Macmillan, 2012).</p> <p>Erickson, Paul, Lorraine Daston, et al., eds., “Introduction. The Struggle over Cold War Rationality,” in <i>How Reason Almost Lost Its Mind: The Strange Career of Cold War Rationality</i> (Chicago: University of Chicago press, 2013), 1-27.</p> <p>Lemov, Rebecca, “Filing the Total Human Experience: Anthropological Archives at Mid-Twentieth Century,” in Lamont M., Camic C, Gross N, <i>Social Knowledge in the Making</i> (Chicago: University of Chicago Press: 2011).</p> <p>Luehrmann, Sonja “Counter-Archives,” in <i>Religion in Secular Archives. Soviet Atheism and Historical Knowledge</i> (New York: Oxford University Press, 2015).</p>
Topic 2	Truth regimes/ East and West data cultures
Faculty member	Ioana Macrea-Toma
Number of hours	2
Teaching mode	Lecture (50 min.) & Seminar (50 min.)

Discussion points	<p style="text-align: center;">A. Asymmetrical Information Ecologies</p> <p>Gil Eyal's analysis of expertise rests on several case studies, including that of the explosion at the nuclear power plant in Chernobyl in 1986. This session engages with expert claims after the Chernobyl disaster in order to show the importance of professionalization and the possibilities of conveying truthful knowledge despite the political emergencies of different times. For this purpose, the lecture will discuss the inner workings of science and the importance of taking into account the different data cultures or information environments within which such knowledge is communicated. This session is meant to offer a model of how to overcome polarized discourses with regards the credibility of experts and create the conditions for democratic consensus.</p> <p>The idea of a shared sense of the world was fundamental to the generalization of protocols and rules within different fields from the 60s on. While Gil Eyal (2019) takes the case study of governmental agencies emerging during the New Deal as indicative of the controversial status of expertise (because they were shielded from judicial review and thus become places of contestable esoteric learning and skill), Yochai Benkler (2018) cites the same governmental bodies (along journalism and the law) as entities advancing rationalized and formalized solutions within a conflicting world. While Eyal, as a constructivist sociologist, sees such regulatory bodies as only rhetorically possessing objective knowledge (and actually fostering skepticism), Benkler invests them literally with the capacities of creating a common world despite the diverging political views of the moment. Benkler's idea is to contrast a right-wing ecosystem with a left-wing one while not endorsing the thesis of symmetrically biased partisan media systems (understood as linked institutions, political stories, and tweets and shared opinions). According to him, there is no symmetry in the architecture and dynamics of communications within the right-wing media ecosystem and outside of it; while the right-wing media is blatantly inclined to vicious forms of disinformation, left wing media is still integrated within mainstream traditional media operating under long-standing journalistic norms. My aim is to show that this difference in communication patterns can be advanced back in time and that the Cold War was not about equally flawed and symmetrical information systems. While analysts/ experts were definitely not exempt from making errors, the systems of social assessment (from journalism to economic agencies) put in place during the Cold War on the American side were in fact instilling a sense of reachable truthfulness and were different from other governmental bodies intended to manufacture objectivity according to ideological ends.</p> <p>By dwelling on concrete cases of reporting and counter reporting about disastrous phenomena (see the case of the Chernobyl power plant explosion from 1986), we aim to provide basic literacy skills with regards to conflicting versions of events where science and politics were involved. The course aims to go beyond an analysis interested only in discursive tropes or the constructed nature of equally biased discourses. In times of populist challenge to scientific expertise and extreme intellectual skepticism, we intend to transgress both objectivist and political epistemologies by analyzing the truth technologies at work within different informational ecologies and the truth value of related documents.</p> <p>Discussion points:</p> <ol style="list-style-type: none"> 1. How can one make sense of events with ungraspable casualties and invisible consequences in times of conflicting reporting? 2. What are the connections between truth telling and expertise within socialism and how do external communicators interpret such a relationship? <p><i>Practical exercise:</i> Students will confront nowadays knowledge about Chernobyl disaster with the interpretation of events in their times by consulting media reports and background information collected by Radio Free Europe and other experts. Students will be able to read reports both in English as well as in other languages and make comparisons. They will also analyze the different conceptual constellations within which commentators placed the Chernobyl event according to their understanding (as an environmental problem, as a political signal about the end of socialism, or as an economic disaster).</p>
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	<p>Film: <u>Chernobyl: Chronicle of Difficult Weeks</u>, dir. Vladimir Shevchenko, 1986.</p> <p>Susan Schuppli, “The Most Dangerous Film in the World,” in Krzysztof Gutfranski (ed.), <i>Materialities</i>, (Gdańsk: Wyspa Progress Foundation / Wyspa Institute of Art from Gdańsk, 2013): 241-272.</p> <p>Mandatory readings:</p> <p>Allyn, Bruce J., “Fact, Value, and Science,” in Loren Graham, <i>Science and the Soviet Social Order</i> (Cambridge, Mass.: Harvard University Press, 1990), 225-255.</p> <p>Brown, Kate, “Learning to Read the Great Chernobyl Acceleration Literacy in the More-than-Human Landscapes,” <i>Current Anthropology</i>, Volume 60, Supplement 20, August 2019.</p> <p>Brian Wynne, “May the Sheep Graze Safely?,” in Scott Lash, B. Szerszynski and Brian Wynne, <i>Environment and Modernity: Towards a New Ecology</i> (London: Sage, 1996).</p> <p>Olga Kuchinskaya, “Twice Invisible: Formal Representations of Radiation Danger,” <i>Social Studies of Science</i>, February 2013, Vol. 43, No. 1, 78-96.</p>
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Topic 2	Truth regimes / East and West data cultures
Faculty member	Adela Hîncu
Number of hours	4
Teaching mode	Lecture (50 min.), Practical workshop (100 min.), Discussion (50 min.)
Discussion points	<p style="text-align: center;">B. Making sense of sociological data</p> <p>The lecture will introduce students to the history of sociology in the Soviet Union and the former state socialist countries starting with de-Stalinization, with a focus on its aspirations to provide technologies of social intervention. It will present in more detail two types of expertise developed by sociologists beginning in the 1960s: expertise about the “scientific-technological revolution” or STR (in dialogue with Western theories about the “post-industrial society”), which tackled the social consequences of technological advances; and expertise in the quantification of people’s quality of life (based on empirical research methods circulated and adapted between sociologists in socialist and non-socialist countries), which sought to capture both objective and subjective aspects of people’s wellbeing for purposes of governance. The lecture will ask participants to reflect on the political, intellectual, and social meanings of social data as it was collected, interpreted, and disseminated and as it built into social policy during state socialism. It will also illuminate the transnational, entangled history of data gathering and social theorizing during the Cold War, and in the late socialist period in particular.</p> <p>Following the lecture, participants will be guided through a practical workshop on the production, interpretation, and use of social data produced during state socialism, on the example of STR expertise. Based on excerpts from Radovan Richta et al, <i>Civilization at the Crossroads</i> (1966), Daniel Bell’s <i>The Coming of Post-Industrial Society</i> (1973), and a curated series of documents from the archive of Radio Free Europe, they will be working in groups to write 1) a “policy brief” for a socialist government on the social implications of automation; 2) a RFE research report on “Sociology and the Czechoslovak Communist Party”; and 3) a book review of Richta from the perspective of an American academic in the 1970s.</p>

	<p>Participants will present their work and we will discuss the following questions:</p> <ol style="list-style-type: none"> 1. What is “objective social data”? 2. How is data constituted at the intersection of scientific, political, and social concerns? 3. Is making sense of social data a process of reconciling different perspectives? /understanding data on its own terms? / corroboration? / judging it by its intended purposes or resulting policies? 4. How do the lessons of social data creation and interpretation during the Cold War speak to present concerns regarding social policy making? <p>Mandatory readings:</p> <p>Bell, Daniel, <i>The Coming of Post-Industrial Society: A Venture in Social Forecasting</i> (New York: Basic Books, 1973), excerpts.</p> <p>Richta, Radovan, et al., <i>Civilization at the Crossroads: Social and Human Implications of the Scientific and Technological Revolution</i> (Prague: Svoboda, 1969), excerpts.</p> <p>Sommer, Vítězslav, “Scientists of the World, Unite!: Radovan Richta’s Theory of Scientific and Technological Revolution,” in Elena Aronova and Simone Turchetti, eds., <i>Science Studies during the Cold War and Beyond: Paradigms Defected</i> (New York: Palgrave, 2016), 177-204.</p> <p>Stubbs, Paul, Sofiya An, and Tatiana Chubarova, “Poverty, Inequality, and Well-Being in the Global East: Bringing the “Social” Back In,” in <i>Social Policy, Poverty, and Inequality in Central and Eastern Europe and the Former Soviet Union: Agency and Institutions in Flux</i> (Stuttgart: Ibidem, 2019), 11-44.</p>
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Topic 2	Truth regimes / East and West data cultures
Faculty member	Narcis Tulbure
Number of hours	2
Teaching mode	Lecture (50 min.); seminar/ class discussions (100 min.)
Discussion points	<p>C. Data-poor vs. data-rich societies</p> <p>This session encourages course participants to reflect on the creation and use of economic data under socialism, and on how these processes conditioned the production of economic knowledge across the Iron Curtain and in the post/socialist eras. The production and manipulation of comprehensive data series about macroeconomic indicators became a progressive field of ideological dispute and competition between the two ideological blocs during the Cold War period, in spite of the alternating episodes of openness and collaboration among the diverse groups of experts in the “East” and the “West.” In an attempt to untangle the disputes centered on economic statistics, we will contrast <i>data-poor</i> and <i>data-rich economies</i>. The first are economies characterized by precarious data (scarce, unreliable, inconsistent, doctored, secret, etc.) that make economic and political analyses difficult and to contexts where data has been processed and simplified in order to support specific theoretically driven models or ideologically inspired narratives. In contrast, <i>data-rich environments</i> (Bernanke and Boivin 2003) in which economic and monetary policy decisions are made in real time, are premised on provisory data that are prone to reassessments and have to discriminate among competing theoretical models all of which are overdetermined by the abundance of data.</p> <p>Discussion points:</p>

	<ol style="list-style-type: none"> 1. History with data / history of data 2. „The raw” and „the cooked”: Disclosure, concealment, selectivity in socialist statistics 3. Data poverty/ precarity vs. data abundance/ richness 4. Political facticity: truth as adequation of statistical representation to political project <p><i>Practical exercise:</i></p> <p>Students will imagine themselves as researchers living during the Cold War period and aiming to study socialist economies as a “western” academic or capitalist economies as an “eastern” academic. They will choose a relevant topic on the economies of socialist/capitalist societies (a list of sample topics will also be provided by the instructor) and write a short research proposal for that topic, including: a critical definition of the concept or process of interest, the research question(s) on the topic, a critical overview of the available sources of data and information (taking into consideration both the adequacy of data and their accessibility according to the secrecy laws at the time), the appropriate methodologies given the data available – statistical estimation, accounting aggregation, comparison across states, case study, ethnographic field work, etc., and of the expected outcomes. Students will be asked to critically assess each other’s proposals with the aim of understanding both the feasibility and the relevance of such knowledge.</p> <p>Mandatory readings:</p> <p>Aronova, Elena, Christine von Oertzen, and David Sepkoski (eds.), “Introduction: Historicizing Big Data”, in <i>Data Histories</i>, Special Issue of OSIRIS 32 (2017), 1–17.</p> <p>Pletsch, Carl, „The Three Worlds, or the Division of Social Scientific Labor, circa 1950–1975,” <i>Comparative Studies in Society and History</i> 23, no. 4 (1981), 565-590.</p> <p>Tooze, Adam, <i>Statistics and the German State, 1900–1945: The Making of Modern Economic Knowledge</i> (New York: Cambridge University Press, 2001).</p> <p>Lampland, Martha, “False Numbers as Formalizing Practices,” <i>Social Studies of Science</i> 4, no. 3 (2010), 377–404.</p> <p>Poovey, Mary, <i>A History of the Modern Fact: Problems of Knowledge in the Sciences of Wealth and Society</i> (Chicago: University of Chicago Press, 1998).</p>
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Topic 3	Evidence - based policies within East-West interactions
Faculty member	Narcis Tulbure
Number of hours	2
Teaching mode	Lecture (50 min.); seminar/ class discussions (100 min.)
Discussion points	<p>A. The invention of macroeconomic categories: between competition and cooperation</p> <p>Statistics became of paramount importance ‘East’ and ‘West’ of the Iron Curtain with the progressive mathematization of economic science after the Second World War. Data about the economy was not only an object of political intervention and a means to control the economy but became progressively an arena for political competition between the two ideological blocs. Statistical data promised to facilitate an accurate, systematic, and comprehensive view of the economy, and to allow a better visualization of the relations between resources, needs, and possibilities on which the rigorous planning of economic development was based. This lecture will review some of the more significant disputes among political authorities and practitioners of disciplines as diverse as economic planning, economy dynamics, cybernetics, and economic informatics. We will attempt to illustrate some of the interweaving trajectories of persons, data-based statistical objects, and economic forms of knowledge that shaped East European economies</p>

	<p>under socialism and after its collapse. At the same time, we will focus on the mirroring of knowledge about the economy and on the competition playing out in the fields of data production, distribution, and use among countries that were separated by the Iron Curtain. While global disputes over the quality, standardization, and accessibility of data during and after the Cold War stimulated statistical research and occasioned new professional trajectories in both socialist and capitalist worlds, forms of technical knowledge emerging in micro-communities of quantitative specialists ‘East’ and ‘West’ of the Curtain telescoped into a global competition for knowledge about the economy being magnified by an ideological lens. Such processes of knowledge creation, contestation, and dissemination have framed our understanding of the economy and continue to shape the world we live in.</p> <p>Discussion Points:</p> <ol style="list-style-type: none"> 1. The birth of macroeconomic statistics 2. Statistical cooperation and competition within the Socialist Bloc and across the Iron Curtain 3. Quantification, automation, prediction 4. Historicity of economic categories and data-based statistical objects <p><i>Practical exercise:</i> Students will work with the conversion tables (supplied by the instructor) between the System of National Accounts (used in capitalist societies) and the Material Product System (used throughout the socialist bloc) in order to commensurate and compare the output generated by capitalist vs. socialist societies and their rhythms of development. Students will be guided to understand the emergence of contrasting socio-economic categories within the two “blocs” based on data-objects that yielded themselves to specific forms of statistical and mathematical manipulation. At the same time, they will reflect on the economic concepts and theories that emerged from the uneasy dialogue between eastern and western economists that made significant academic and political careers after the end of socialism.</p> <p>Mandatory readings: Andersson, Jenny, <i>The Future of the World. Futurology, Futurists and the Struggle for the Post-Cold War Imagination</i> (Oxford, Oxford University Press, 2018). Haskel, Jonathan, and Stian Westlake, <i>Capitalism without Capital: The Rise of the Intangible Economy</i> (Princeton, N.J.: Princeton University Press, 2017). Sen, Amartya, Jean Paul Fitoussi, and Joseph Stiglitz, <i>Mis-measuring Our Lives: Why GDP Doesn't Add Up</i> (The New Press, 2010).</p>
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Topic 3	Evidence - based policies within East-West interactions
Faculty member	Tincuta Heinzl
Number of hours	3
Teaching mode	Lecture (50 min.) & Seminar (100 min.)

<p>Discussion points</p>	<p style="text-align: center;">B. Globalization and Expertise: the “Lohn” system and the changes in the nature and the role of fashion trends.</p> <p>This lecture will address the interconnectedness between aesthetic, political and epistemic practices in the Cold War period by focusing on the textile industry and the development of the Lohn system (the externalisation of the industrial production towards countries with lower wages). It borrows from Shapin & Schaffer (1985) approach related to the analysis of the knowledge production as a social and political philosophy, and it deconstructs the design practices within the textiles industry by looking into the nature of design expertise that allowed the functioning of the global market during the Cold War period.</p> <p>The lecture will focus on the development of the international colour trends forecasting expertise and will investigate the textiles industry’s capacities, practices and institutions in the context of East-West economic exchanges. By opposing the expertise claims of Western trendsetters such as Li Edelkoort (2015) with the statements of Romanian designers that worked in the textile industry during the 1980s and archive materials related to East-West economic exchanges, the lecture aims to show that the trendsetters decisions, design practices and communication styles reflect not only an investigation of customers’ taste, as it is generally claimed, but they were also the translation of macro-economic exchanges between East/West. By doing this, the lecture will show that the international color trend setters’ expertise was a hybrid one, embodying cultural and aesthetic elements, economic interdependencies, technological constraints and political decisions.</p> <p>While anthropologists such as Katherine Verdery (“What was Socialism and What comes next?”, (1996) have focused on how the party-state managerial elite subverted the system from within and ended upside-dealing with the Westerners, there are still questions about how the Western economies reacted and relied on the Socialist industry for their production of goods. This investigation will also help to answer some of the questions of how a “shortage economy” (Kornai, 1980) was able to fulfill the needs of a consumerist society and its fast cycles, of how two economic systems, one based on “flexible accumulation” (Harvey, 1990) and the other one based on “soft budgeting” (Kornai, 1980), succeed to function together.</p> <p>Discussion points:</p> <ol style="list-style-type: none"> 1. What kind of data is used and how it becomes operational in the establishment of color trends in fashion? 2. What kind of economic and ideological factors have contributed to the development of the Lohn system and how negotiation of expertise has been done in a global context? 3. How were “trends” rhetorically constructed and imposed as inevitable evolutions in consumers’ tastes? <p>Seminar:</p> <p>During the seminar the participants will be requested to analyze the content and the communication style of a series of trend books and archival materials to be found in the archives of RFE OSA Budapest, Romanian National Archives and Sahia Film Archives Bucharest. They will be later on requested to develop communication strategies for fashion trends based on scenarios related to the textiles industry’s economic structures, technological capacities and different market targets.</p> <p>Mandatory readings:</p> <p>Bartlett, Djurdja. <i>FashionEast, the Spectre that Haunted Socialism</i>, (Cambridge, MA: MIT Press, 2010), excerpts.</p> <p>Edelkoort, Li, <i>Oracle Du Design</i>, exhibition catalogue, Paris: La Gaité Lyrique, 2015.</p> <p>Kornai, János, <i>Economics of Shortage</i>, Amsterdam: North Holland Press, 1980, excerpts.</p> <p>Verdery, Katherine. <i>What was Communism and What comes Next?</i>, (Princeton, N.J.: Princeton University Press, 1996), excerpts.</p> <p>Shapin, Steven & Schaffer, Simon, <i>Leviathan and the Air Pump</i>, Princeton: Princeton University Press, 1985, excerpts.</p>
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Topic 3	Evidence - based policies within East-West interactions
Faculty member	Emily White
Number of hours	4
Teaching mode	Lecture (50 min.) & Workshop (100 min.)
Discussion points	<p>C. Critical policy studies, beyond political and objectivist epistemologies, communicating science</p> <p>This course will address the intersection of science and public policy by exploring the role of scientific expertise. Past and present environmental problems will be examined from a historical and scientific perspective, as examples of local and global concern (e.g., Chernobyl, Fukushima, ozone hole, climate change, toxicants, access to clean air and water, etc.). In addition to an overview of the relevant foundational scientific principles, environmental case studies will be presented within the context of community action, environmental movements, and politics. Topics to be covered include science communication, scientific uncertainty, citizen science, and science and activism. Gil Eyal has emphasized in his book about expertise the virtues of participatory science, but he also drew attention to the dangers of openness and transparency due to their loosely formatted discussions, ultimately lacking legitimacy. This session will still make claims about the importance of hybrid forums of decision-making, while also pinpointing to strategies of how to bring reasoned debate to an end (or to a temporary halt) and of how to circumvent abuses from the part of “merchants of doubt.” The course will therefore prepare the participants for their final assignment by raising the challenge left un-answered by Eyal: how to design the organization and protocols of a future republic of “trans-science”, where professionalized civil servants will collaborate with communities beyond partisanship?</p> <p>Discussion points:</p> <ol style="list-style-type: none"> 1. What is science? How does science become knowledge? 2. How is science used to inform policy? 3. How do citizens address science-related issues in their lives and/or communities? 4. What science do non-scientists need to understand? How can this science be communicated? <p><i>Practical exercise:</i> Participants will access and evaluate different types of scientific information while identifying gaps in their own scientific literacy. Hands-on, small-group activities will provide opportunities to explore what it means to “do science” in order to better understand the source of scientific information. Topics to be addressed include experimental design, data analysis, bias, uncertainty, and strategies for effective science communication.</p> <p>Final assignment and project:</p> <p>Students will be divided into groups and, based on the discussion points from the different sessions, they will have to write concrete recommendations about the future institutionalization of a republic of trans-science, according to Gil Eyal’s suggestions. They will have to take into account the historically demonstrated nature of expertise as a hybrid type knowledge especially emerging in risk societies, the critical skills needed for the assessment of validity of sociological, economic and industrial facts along different data cultures, the importance of aesthetic practices in communicating science, and the possibilities of overcoming politically polarized discourses and lay partisanship.</p>

	<p>Mandatory readings:</p> <p>Bandelli, A., “The blurred boundaries between science and activism,” <i>Journal of Science Communication</i>. 14(2), 2015, doi:10.22323/2.14020301.</p> <p>Bonney R., T.B. Phillips, H.L. Ballard, and J.W. Enck, “Can citizen science enhance public understanding of science?,” <i>Public Understanding of Science</i> 25(1):2-16, 2016. doi:10.1177/0963662515607406.</p> <p>Eyal, Gil. “Conclusions: Trans-science as a vocation,” in <i>The Crisis of Expertise</i> (Cambridge/Medford: Polity Press, 2019), 142-150.</p> <p>Wenning, C.J., “Scientific epistemology. How scientists know what they know,” <i>Journal of Physics Teacher Education Online</i> 5(2), 2019.</p>
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