

# **Confronting the Crisis of Expertise: Historical Roots and Current Challenges**

OSUN Summer Course, 2021

26 July - 30 July, 2021

Online Course

Course Director: Ioana Macrea-Toma, Research Fellow, Vera & Donald Blinken Open Society Archives at Central European University, Budapest

## Core faculty:

Jenny Andersson, Professor, Uppsala University, (Uppsala, Sweden)

Tincuța Heinzl, Senior Lecturer, Loughborough University (Loughborough, UK)

Adela Hîncu, Postdoctoral fellow, New Europe College, (Bucharest, Romania)

Narcis Sorin Marius Tulbure, Assistant Professor, University of Economic Studies (Bucharest, Romania)

Emily White, Research Associate, Bard College, OSUN (Annandale-on-Hudson, New York, USA)

## Guest Speaker:

István Rév, Professor, Central European University

## Tentative Syllabus

### 1. General description

The proposed summer school integrates two main themes pursued by CEU-OSUN in promoting informed civic engagement: democracy and critical literacy. We deem it highly needed nowadays to train scholars, activists, and journalists to translate and contextualize expert claims in order to foster consensus over common values and shared ways of validating relevant knowledge.

#### a. activities

The summer school will consist of plenary sessions, seminars, one-to-one consultations, and individual work. The daily time commitment will be of approximately 6 hours, equally divided between short live sessions (one hour each with breaks between them) and off-line work (3 hours).

The keynote lecture will open the summer school. The complex theoretical and historical problems will be taught in the format of pre-recorded (10-minute) and live plenary (20-minute) presentations. Lectures in both recorded and live format will include multimedia sources (documentary films, photos, archival materials) and will be followed by 20-minute discussions. Questions will be formulated in advance through the e-learning platform and the dialogue will be structured along the participants' written responses to them. In this way, discussions will already include the students' insights and perspectives. The end-of-the-day seminars will consist of practical exercises and discussion of students' projects. On the basis of their individual projects, students will be guided to write a policy recommendation for a republic of "trans-science".

Participants will have the chance to develop their individual projects under the supervision of assigned or chosen tutors and consultations will take place daily between seminars.

#### b. themes

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 policymaking 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 both pre-recorded and live **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 (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**”).

## 2. Aims:

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 that 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.

## 3. Assignments, assessment, and outcomes:

Students will be kindly asked before the beginning of the summer school to send a brief description of a topic that they would like to work on. They can include visuals in their proposals and will be guided to use special platforms (Sway). Examples of topics will also be provided in advance (see below).

Ex. **topic 1:** Expertise and politics: complicated entanglements

**topic 2:** How to work with data embedded in certain cultural contexts?

**topic 3:** From knowledge to knowing: how to communicate science and expert knowledge?

Tutors and group discussions will be decided based on these preliminary drafts. Key-readings will also be assigned prior to the beginning of the summer school, in order to establish a common conceptual vocabulary. They are:

Jasanoff, Sheila. “The Practices of Objectivity in Regulatory Science.” In Charles Camic, Neil Gross, Michèle Lamont, eds. *Social Knowledge in the Making*, 307–339. Chicago and London: Chicago University Press, 2011.

Eyal, Gil, *The Crisis of Expertise* (Cambridge/ Medford: Polity Press, 2019).

Strassheim, Holger. "Politics and Policy Expertise: Towards a Political Epistemology." In Frank Fischer, ed., *Handbook of Critical Policy Studies*, 319–341. Cheltenham: Edward Elgar Publishing, 2015.

We will measure the progress made by participants through assignments that involve group work, writing short pieces such as policy papers / reports / academic reviews, or elaborating **the plan for a future institution dedicated to “translating science,” that is a republic of “trans-science.”** The participants’ engagement with the archival coursework will also be evaluated. All participants receive a certificate of attendance upon successful completion of the course. In order to gain this certificate, participants will be expected to attend and actively participate in all classes and complete assignments required by the course. In addition, all SUN courses will issue ECTS credits (typically 1 credit per week) to participants who request these.

In their final reports, students will be encouraged to reflect on the relevance of the past for present policy concerns. Participants will write **short reports in which they will be asked to reflect on the ways in which the courses related to their work, opened up new research questions for them, or sparked their interest in other fields. They can also write short op eds on a theme related to the summer school and a case study they choose.** They are also kindly required to update the faculty members on any forthcoming publication. Since the summer school will comprise archival hands on exercises, OSA will also monitor if students will later apply to OSA’s programs, as it happened in the past. The reports will be published on an online website set up for the summer school.

#### 4. Course schedule

Pre-course introductory session	23 July				
	26 July	27 July	28 July	29 July	30 July
Session 1 13.00-14.00	Keynote lecture <b>Rév</b>  The Historian as an Expert Witness	<b>Macrea-Toma</b>  Cold War Data Banks between Science and Politics	<b>Macrea-Toma</b>  Asymmetrical Information Ecologies (case study: Chernobyl)	<b>Tulbure</b>  The invention of macroeconomic categories: between competition and cooperation	<b>White</b>  Critical policy studies, beyond political and objectivist epistemologies, communicating science
Break 30 minutes					
Session 2 14.30-15.30	<b>Andersson</b>	<b>Hîncu</b>	<b>Tulbure</b>	<b>Heinzel</b>	<b>Seminar:</b>

	Cold War and the Rise of Expertise	Making Sense of Sociological Data in the former Communist bloc	Data rich versus data poor societies	Globalization and Expertise: the “Lohn” system and the changes in the nature and the role of fashion trends.	<b>From knowledge to knowing: how to communicate science</b>  Emily & Ioana
Break 2 hours	One to one consultations	One to one consultations	One to one consultations	One to one consultations	One to one consultations
<b>Session 3</b> 17.30-19.00	Seminar or film evening  Moderated by: Ioana & Jenny	<b>Working group on politics of expert knowledge production</b>  Moderated by: Ioana & Adela	<b>Working with data seminar</b>  Moderated by: Narcis & Emily	<b>Seminar on Traveling concepts: East-West</b>  Moderated by: Tincuta & Narcis	Plenary session: Building the Republic of Trans-Science

Track 1: Cold War and the Interventionist Complex

Track 2: Data cultures

Track 3: Evidence-based policies within East-West interactions

## 5. General bibliography:

Allyn, Bruce J., “Fact, Value, and Science,” in Loren Graham, *Science and the Soviet Social Order* (Cambridge, Mass.: Harvard University Press, 1990), 225-255.

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.

Bandelli, A., “The blurred boundaries between science and activism,” *Journal of Science Communication*, 14(2), 2015, doi:10.22323/2.14020301.

Bartlett, Djurdja, *FashionEast, the Spectre that Haunted Socialism*, (Cambridge, MA: MIT Press, 2010), excerpts.

Bell, Daniel, *The Coming of Post-Industrial Society: A Venture in Social Forecasting* (New York: Basic Books, 1973), excerpts.

Bell, Daniel, "Twelve Modes of Prediction. A Preliminary Sorting of Approaches in the Social Sciences," *Daedalus* 1964, 3: 845–80.

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.

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.

Eyal, Gil, *The Crisis of Expertise* (Cambridge/ Medford: Polity Press, 2019).

Eyal, Gil and Lisa Buchholz, "From the Sociology of Intellectuals to the Sociology of Interventions," in *Annual Review of Sociology* 2010, 36: 117–37.

Ginzburg, Carlo, *The Judge and the Historian* (London: Verso, 1999).

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).

Richta, Radovan, et al., *Civilization at the Crossroads: Social and Human Implications of the Scientific and Technological Revolution* (Prague: Svoboda, 1969), excerpts.

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.

Verdery, Katherine. *What was Communism and What comes Next?*, (Princeton, N.J.: Princeton University Press, 1996), excerpts.

Warde, Paul, and Sverker Sörlin, “Expertise for the Future. The Environment and the Emergence of Modern Prediction, 1920–1970,” in Jenny Andersson and Eglè 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).

## 6. Syllabus

<b>July 26, Monday 2021</b>	<b>Keynote speech</b>	<b>The Historian as Expert Witness</b>
	Faculty member	István Rév
	Number of hours	1

	Teaching mode	<p>Live lecture (40 min.) &amp; Discussion (20 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 the 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 polarization, competing expert groups, and rampant confirmation biases. The necessity of the historian’s trained judgment with regards to the critical assessment of evidence is sometimes seen at odds with the consequentialist Track 1: Cold War and the Interventionist Complex 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><b>Background readings:</b></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 Mundy (editors), <i>La Fabrique du droit</i>, translated by Alain Pottage in <i>Law, Anthropology and the Constitution of the Social: Making Persons and Things</i> (Cambridge, Cambridge University Press, 2004), 73-113.</p>
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<p><b>July 26, Monday 2021</b></p>	<p><b>Topic 1</b></p>	<p><b>Cold War and the genealogies of technologies of intervention</b></p>
	<p>Faculty member</p>	<p>Jenny Andersson</p>
	<p>Number of hours</p>	<p>1</p>
	<p>Teaching mode</p>	<p>Lecture (20 min.) &amp; Seminar (40 min.)</p>

	Discussion points	<p><b>A. Understanding the Present through Past Visions of the Future: Cold War and the Rise of Expertise</b></p> <p>In this session, we will discuss the so-called Cold War science and its role as a ‘technical fix’ to large-scale societal problems. From the reading, we will specifically analyze decision technologies such as the Delphi technique as a way of predicting that has as its focus the societal conflict and uncertainty arising from social reactions and protests to science. As a matter of context, we will discuss other possible ways of engaging with the future and broader epistemologies of prediction. The key question for the session is: what is the role of scientific problem solving and technicity as applied to societal values and value conflicts? Are there historical analogies between the Cold War situation and our present time?</p> <p><b>Audiovisual materials:</b></p> <p>Kubrick, <i>Doctor Strangelove</i></p> <p>Peter Gallison, <i>Remember Us</i>: <a href="https://www.youtube.com/watch?v=-cbNIXVRrb0">https://www.youtube.com/watch?v=-cbNIXVRrb0</a></p> <p><b>Background readings:</b></p> <p>Solovey, M. (2001). “Project Camelot and the 1960s epistemological revolution: Rethinking the politics-patronage-social science nexus,” <i>Social Studies of Science</i>, 31(2), 171-206.</p> <p>Andersson, J., <i>The Future of the World</i>. (Oxford: Oxford University Press, 2018), ch. 5.</p>
<p><b>July 26,</b> <b>Monday</b> <b>2021</b></p>		<p><b>Seminar (90 min.)</b></p> <p><b>Watching a movie online and discussing it.</b></p> <p>Gil Eyal, “Risk,” in <i>The Crisis of Expertise</i> (Cambridge/ Medford: Polity Press, 2019), 64-82.</p>

<p><b>July 27,</b> <b>Tuesday</b> <b>2021</b></p>	<p><b>Topic 1</b></p>	<p><b>Cold War and the genealogies of technologies of intervention</b></p>
	<p>Faculty member</p>	<p>Ioana Macrea-Toma</p>
	<p>Number of hours</p>	<p>1</p>

	Teaching mode	Pre-recorded lecture to watch before the class (10 min), live lecture (20 min.) with audio-visual materials, followed by Q&A (40 min.)
	Discussion points	<p style="text-align: center;"><b>B. Information Gathering between Science and Politics</b></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 the 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. The main stake of this session will consist in <b>raising awareness about the hybrid nature of “factual - ness” of Cold War information as a historical fact mingling objective pretenses and policy concerns</b> and thus in dismissing relativistic approaches to expert data as inherently flawed or politically constructed. 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>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><b>Main question:</b></p> <p><b>Is expert knowledge reducible to political agendas?</b></p> <p>[To what extent certain politics and values affect the interrogation of the validity of scientific undertakings?]</p> <p><a href="#">Audio-visual material: excerpt from: Radio Free Europe’s promotional movie</a></p> <p><b>Exercise:</b></p> <ol style="list-style-type: none"> <li>1. What methodological questions would you ask those Western agencies involved in doing sociological surveys during the Cold War?</li> <li>2. How to deal with “outdated” or “flawed” data?</li> </ol> <p>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 policymakers 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,</p>

		<p>the ideological allegiances of those operating with truth technologies, and the relative professional autonomy of subsidized science.</p> <p><b>Mandatory reading:</b></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><b>Optional readings:</b></p> <p>Engerman, David C. "Social Science in the Cold War." <i>Isis</i> 101, no. 2 (2010): 393-400.</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>Luehrmann, Sonja “Counter-Archives,” in <i>Religion in Secular Archives. Soviet Atheism and Historical Knowledge</i> (New York: Oxford University Press, 2015).</p>
<b>July 27, Tuesday 2021</b>	<b>Topic 1</b>	<b>Cold War and the genealogies of technologies of intervention</b>
	Faculty member	Adela Hincu
	Number of hours	1
	Teaching mode	Lecture (20 min.) & Seminar (40 min.)
		<p><b>B. Making sense of sociological data in Eastern Europe</b></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 reflect in breakout rooms on issues related to the production, interpretation, and use of social data produced during state socialism, on the example of STR expertise. They will discuss in groups excerpts from (1) Radovan Richta et al, <i>Civilization at the Crossroads</i> (1966), (2) Daniel Bell's <i>The Coming of Post-Industrial Society</i> (1973), and (3) an RFE research report on "Sociology and the Czechoslovak Communist Party."</p> <p>In the plenary room, we will reflect from this three different perspectives on <b>the following questions:</b></p> <ol style="list-style-type: none"> <li>1. What is "objective social data"?</li> <li>2. How is data constituted at the intersection of scientific, political, and social concerns?</li> <li>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?</li> <li>4. How do the lessons of social data creation and interpretation during the Cold War speak to present concerns regarding social policymaking?</li> </ol> <p><b>Mandatory readings:</b></p> <p>Bell, Daniel, <i>The Coming of Post-Industrial Society: A Venture in Social Forecasting</i> (New York: Basic Books, 1973), excerpts.  Richta, Radovan, et al., <i>Civilization at the Crossroads: Social and Human Implications of the Scientific and Technological Revolution</i> (Prague: Svoboda, 1969), excerpts.  RFE background report: "Sociology and the Czechoslovak CP"  <a href="https://catalog.osaarchivum.org/catalog/osa:e1f2f21f-f2cc-468a-815e-c723f7a6af4d">https://catalog.osaarchivum.org/catalog/osa:e1f2f21f-f2cc-468a-815e-c723f7a6af4d</a></p>
27 July, Tuesday 2021		<p><b>Working group on politics of expert knowledge production (90 min)</b></p>

28 July, Wednesday 2021	Topic 2	<p><b>Truth regimes / East and West data cultures</b></p>
	Faculty member	Ioana Macrea-Toma
	Number of hours	1
	Teaching mode	Pre-recorded lecture to watch before the class, live lecture (20 min.) with film excerpts / Discussion (40 min.)

Discussion points

### 1. Asymmetrical Information Ecologies

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 to the credibility of experts and create the conditions for democratic consensus.

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.

#### Discussion points:

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?

*Practical exercise:* 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).

Film: Chernobyl: Chronicle of Difficult Weeks, dir. Vladimir Shevchenko, 1986.

#### Mandatory readings:

Allyn, Bruce J., "Fact, Value, and Science," in Loren Graham, *Science and the Soviet Social Order* (Cambridge, Mass.: Harvard University Press, 1990), 225-255.  
Olga Kuchinskaya, "Twice Invisible: Formal Representations of Radiation Danger," *Social Studies of Science*, February 2013, Vol. 43, No. 1, 78-96.

#### Optional readings:

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

		<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>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>
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<b>July 28, Wednesday 2021</b>	<b>Topic 2</b>	<b>Truth regimes / East and West data cultures</b>
	Faculty member	Narcis Tulbure
	Number of hours	1
	Teaching mode	Lecture (20 min.); seminar/ class discussions (40 min.)
	Discussion points	<p><b>C. Data-poor vs. data-rich societies</b></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 abundancy of data.</p>

		<p><b>Discussion points:</b></p> <ol style="list-style-type: none"> <li>1. History with data / history of data</li> <li>2. „The raw” and „the cooked”: Disclosure, concealment, selectivity in socialist statistics</li> <li>3. Data poverty/ precarity vs. data abundance/ richness</li> <li>4. Political facticity: truth as adequation of statistical representation to political project</li> </ol> <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 fieldwork, 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><b>Mandatory readings:</b></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>
<p><b>July 28, Wednesday 2021</b></p>		<p><b>Working with Data seminar</b></p> <p><b>(90 min)</b></p>

<p><b>July 29, Thursday 2021</b></p>	<p><b>Topic 3</b></p>	<p><b>Evidence-based policies within East-West interactions</b></p>
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	Faculty member	Narcis Tulbure
	Number of hours	1
	Teaching mode	Lecture (20 min.); seminar/ class discussions (40 min.)
	Discussion points	<p><b>A. The invention of macroeconomic categories: between competition and cooperation</b></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 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><b>Discussion Points:</b></p> <ol style="list-style-type: none"> <li>1. The birth of macroeconomic statistics</li> <li>2. Statistical cooperation and competition within the Socialist Bloc and across the Iron Curtain</li> <li>3. Quantification, automation, prediction</li> <li>4. Historicity of economic categories and data-based statistical objects</li> </ol> <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</p>

		<p>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><b>Mandatory readings:</b>          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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<b>July 29, Thursday 2021</b>	<b>Topic 3</b>	<b>Evidence-based policies within East-West interactions</b>
	Faculty member	Tincuta Heinzl
	Number of hours	1
	Teaching mode	Lecture (20 min.) & Seminar (40 min.)
	Discussion points	<p><b>B. Globalization and Expertise: the “Lohn” system and the changes in the nature and the role of fashion trends.</b></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 &amp; Schaffer (1985) approach related to the analysis of 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</p>

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 colour trend setters' expertise was a hybrid one, embodying cultural and aesthetic elements, economic interdependencies, technological constraints and political decisions.

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 up side-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.

**Discussion points:**

1. What kind of data is used and how it becomes operational in the establishment of colour 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?

**Seminar:**

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.

**Mandatory readings:**

Bartlett, Djurdja. *FashionEast, the Spectre that Haunted Socialism*, (Cambridge, MA: MIT Press, 2010), excerpts.

Edelkoort, Li, *Oracle Du Design*, exhibition catalogue, Paris: La Gaité Lyrique, 2015.

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

Verdery, Katherine. *What was Communism and What comes Next?*, (Princeton, N.J.: Princeton University Press, 1996), excerpts.

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

<p><b>July 29, Thursday 2021</b></p>		<p><b>Evidence-based policies within East-West interaction (traveling concepts) seminar</b></p> <p><b>(90 min)</b></p>
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<p><b>July 30, Friday 2021</b></p>	<p><b>Topic 3</b></p>	<p><b>Evidence-based policies within East-West interactions</b></p>
	<p>Faculty member</p>	<p>Emily White</p>
	<p>Number of hours</p>	<p>2</p>
	<p>Teaching mode</p>	<p>Lecture (20 min.) &amp; discussion (40 min.) &amp; workshop (1 hour)</p>
	<p>Discussion points</p>	<p><b>C. Critical policy studies, beyond political and objectivist epistemologies, communicating science</b></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</p>

		<p>protocols of a future republic of “trans-science”, where professionalized civil servants will collaborate with communities beyond partisanship?</p> <p><b>Discussion points:</b></p> <ol style="list-style-type: none"> <li>1. What is science? How does science become knowledge?</li> <li>2. How is science used to inform policy?</li> <li>3. What science do non-scientists need to understand? How can this science be communicated?</li> </ol> <p><i>Workshop:</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><b>Audio-visual material:</b> <a href="#">Propaganda movie about communicating science in Hungary in the 50s.</a></p> <p><b>Mandatory readings:</b></p> <p>Pandya, R.P., “Community-driven research in the Anthropocene,” in Eds. D. Dalbotten, G. Roehrig, and P. Hamilton, <i>Future Earth--Advancing Civic Understanding of the Anthropocene, Geophysical Monograph 203</i> (American Geophysical Union: John Wiley &amp; Sons, Inc., 2014), 53-66, <a href="https://doi.org/10.1002/9781118854280.ch6">https://doi.org/10.1002/9781118854280.ch6</a>.</p> <p>Eyal, G. “Conclusions: Trans-science as a vocation,” in <i>The Crisis of Expertise</i> (Cambridge/ Medford: Polity Press, 2019), 142-150.</p> <p><b>Optional readings:</b></p> <p>Bandelli, A., “The blurred boundaries between science and activism,” <i>Journal of Science Communication</i>. 14(2), 2015, <a href="https://doi.org/10.22323/2.14020301">doi:10.22323/2.14020301</a>.</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>
<p><b>July 30,</b> <b>Friday</b> <b>2021</b></p>		<p><b>Final seminar: Capstone project</b></p> <p><b>(90 min)</b></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 <b>republic of trans-science</b>, according to Gil Eyal’s suggestions. They will have to take into account the historically demonstrated nature of expertise as a hybrid type of knowledge especially emerging in risk societies, the critical skills needed for the assessment of the 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>

## 7. General Bibliography / Background readings

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