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From Periphery To Center

Dialoguing Into Economics

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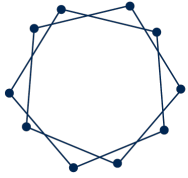
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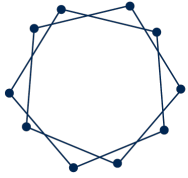
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David Carré



Presented in the 8th International Conference on the Dialogical Self
21st August 2014 – The Hague, Netherlands



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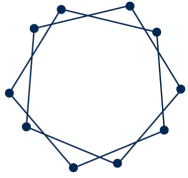
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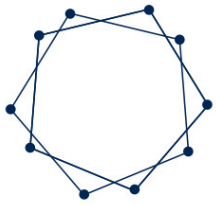
Dialoguing Into Scientific Activity

From Periphery To Center

David Carré



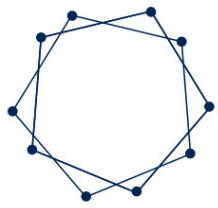
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Outline



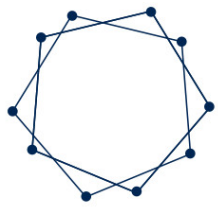
- Introduction & Background
- Phenomenon Description
- Existing perspectives
- A dialogical proposal



What is this about?



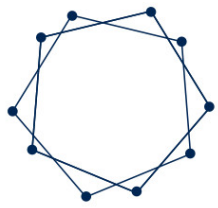
- Advance a more **human** understanding of how (Human) Sciences are done
- **Dialogical Self** reflections poses novel ideas for a **de-psychologized** phenomenon



'Science'? Too broad?



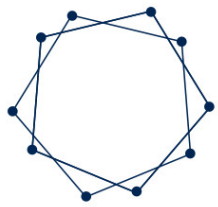
- It is indeed! These reflections start from **Human Sciences**, particularly **Economics**
- Science is an **abstract** notion/entity; I will talk about scientific **activity** –i.e. *whatever* scientists do



What *whatever* means?



- All the **facets** of the social life inside in scientific communities
- Micro-political quarrels, funding competition, influence of external parties, friendships
- Just think in **your** everyday struggles!

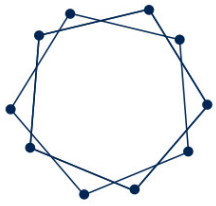


What *whatever* means?

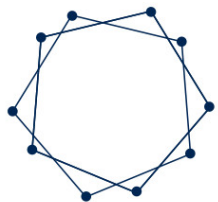


- Processes/procedures where newcomers become **acknowledged** as scientists for the community

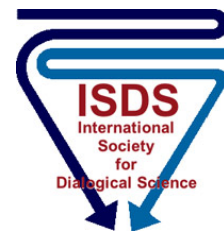
- Moving from **Periphery** to **Center**



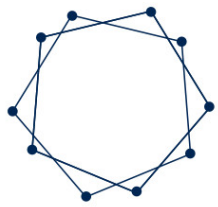
HOWEVER, WHICH HAS BEEN THE
FOCUS OF SCIENCE STUDIES?



How Science has been studied?



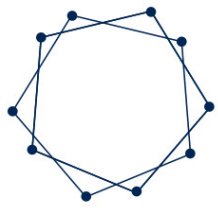
- History of Ideas
- Reveal the **back-story** and development of currently obvious, **crystallized** scientific ideas
- “*Objectivity*” (Daston & Gallison, 2007)



How Science has been studied?



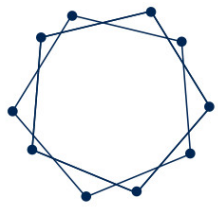
- **Sociology of Scientific Knowledge**
- Scientific knowledge as a **commodity**, traded in global markets, driven by **political** and **economical** interests
- *"The Manufacture of Knowledge"* (Knorr-Cetina, 1981)



How Science has been studied?



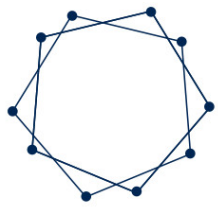
- Anthropology of Science
- Addressing the particular **practices** developed by scientific **communities** to survive and pursuit their goals
- "*Laboratory Life*" (Latour & Woolgar, 1979)



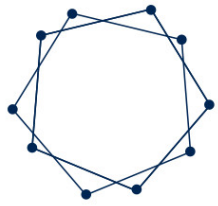
How Science has been studied?



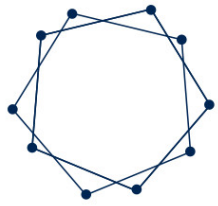
- **Communities of Practice**
- Remarking the role of apprenticeship and the community for not only acquiring new knowledge but new (scientific) skills
- "*Situated Learning*" (Lave & Wenger, 1991)



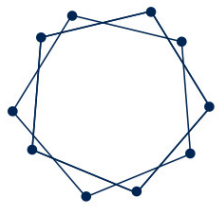
THE LATTER LOOKS SOUND...



WHAT ARE WE MISSING THEN?



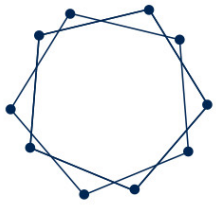
PERSONS.



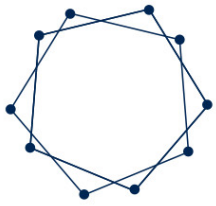
Which are the Shortcomings?



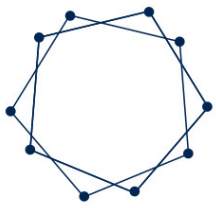
- Focus on the **Output** –Knowledge
- Emphasis only in **Group Behavior**
- **Roles:** pre-established paths



THEN...WHAT HAS THE DIALOGICAL
SELF TO SAY ABOUT THIS?



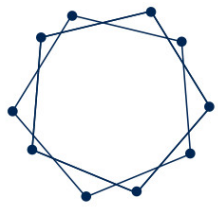
OR...WHY DIALOGING INTO
SCIENTIFIC ACTIVITY?



Centered in Persons



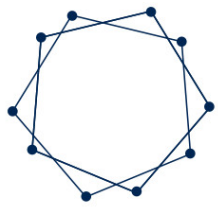
- Reflections on the (Personal) Self
- Not solipsistic nor rationalist; **experience** centered
- Taking **Others** into account –Dialogicality (Marková, 2003)



I-Positions Dynamics



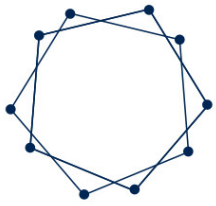
- Self in permanent **Development**
- **Movement** between multiple, diverse I-Positions along (irreversible) time
- Focus in **Change** –For instance, from Periphery (*newcomer*) to Centre (*expert*)



Peripheral/Central Voices



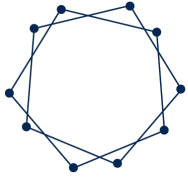
- **Multi-vocality:** Diversity of Narratives
- **Dominant** (scientific) discourses and voices
- Role of **emergent/resistant** Voices –which are the Newcomers positions?



Summary



- Science with a capital 'S' / Scientific Activity
- (Social) Studies of Science
- Dialogical ideas for looking at the **human side** of Science



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Thanks for your attention!

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