From Periphery To Center

Dialoguing Into Economics

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Published in:
8th International Conference on the Dialogical Self 2014 Proceedings

Publication date:
2014

Document Version
Accepted author manuscript, peer reviewed version

Link to publication from Aalborg University

Citation for published version (APA):

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Dialoguing Into Economics

From Periphery To Center

David Carré

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

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Dialoguing Into Scientific Activity

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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 pursue 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
Thanks for your attention!

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