From Periphery To Center
Dialoguing Into Economics
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From Periphery To Center

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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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