From Periphery To Center
*Dialoguing Into Economics*

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From Periphery To Center

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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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