



Winter School 2012
TransForming Knowledge and Epistemic Cultures

Programme

Morning Sessions

There will be four morning sessions, consisting of a keynote lecture of about 50-60 minutes followed by a response of 10-15 minutes before the coffee break. After the break, we will have a discussion of 90 minutes on the issues raised in the lecture, response and mandatory readings (suggested by the speakers). The discussion is moderated by the respondent.

MONDAY (Speaker: Ch. Schildknecht; Respondent: R. Wenzlhuemer)

An explication of the concept of knowledge, including its limits and an analysis of different forms of knowledge.

Preparatory readings:

Nagel, Thomas. «What Is It Like to Be a Bat?» *The Philosophical Review* 83, no. (1974): 435-50.

Russell, Bertrand. «Knowledge by Acquaintance and Knowledge by Description.» *Proceedings of the Aristotelian Society, New Series* 11 (1910/1911): 108-28.

TUESDAY (Speaker: R. Wenzlhuemer; Respondent: M. Hartmann)

The changing relation between information and knowledge: new communication technologies and contemporary societies' perception of them – the example of telegraphy.

Preparatory readings:

Carey, James W. «Technology and Ideology: The Case of the Telegraph.» *Prospects, An Annual of American Cultural Studies* 8 (1983): 303-25.

Weller, Toni, and David Bawden. «Individual Perceptions: A New Chapter on Victorian Information History.» *Library History* 22, no. 2 (2006): 137-56.

Further suggestions by speaker: Headrick; Bayly

THURSDAY (Speaker: M. Hagner; Respondent: S. Willer)

Generation and transfer of knowledge in the digital age: the fate of the printed book and changing notions of intellectual property, reading, writing, and interpretation.

Preparatory Readings:

Gopnik, Adam. «How the Internet Gets inside Us.» *The New Yorker*, 14.02 2011.

Grafton, Anthony. «Codex in Crisis. The Book Dematerializes.» In *Worlds Made by Words. Scholarship and Community in the Modern West*, 288-324. Cambridge, Mass./London: Harvard University Press, 2009.

Further suggestion: Brintzinger (in German)

FRIDAY (Speaker: S. Willer; Respondent: M. Hagner)

Figurations of future knowledge: a rhetorical and epistemological investigation of knowledge-to-come in connection to current prognostic notions like «sustainability», «security», «scenario», «contingency».

Preparatory Readings:

Koselleck, Reinhart. «Historia Magistra Vitae: The Dissolution of the Topos into the Perspective of a Modernized Historical Process.» In *Futures Past: On the Semantics of Historical Time*, edited by Reinhart Koselleck, 26-42. New York: Columbia University Press, 2004.

Merton, Robert K. «The Self-Fulfilling Prophecy.» In *Social Theory and Social Structure*, edited by Robert K. Merton, 421-36. Glencoe, Ill: Free Press, 1957.

Further suggestions: Goodman; Meadows; Montgomery

Plenary & Parallel Sessions and Exploratory Workshops

In the afternoon sessions on Monday, Tuesday and Thursday, the participating PhD students will give discussion inputs of 10-15 minutes that are related to specific texts (indicated in brackets after the name of the respective person) that they need to briefly summarize in connection with their own projects / research questions. The session will be moderated by one of the professorial or postdoctoral participants. There are mandatory texts to prepare for each afternoon (selected from the readings participants suggested for the online Reader) and additional recommended reading which participants might or might not have a chance to read before the Winter School. These are also texts that participants might want to pick up in the exploratory workshops on Wednesday morning and/or discuss on the blog after the Winter School.

SUNDAY – Welcome, Introduction and Poster Tour: 17:00-19:00

As a text to very broadly frame our discussions, we recommend the essay by cultural sociologist Richard E. Lee (2007), "Cultural studies, complexity studies and the transformation of the structures of knowledge" (suggested by Fralova).

MONDAY

Plenary Session 1: 14:00-15:30

Scandalous Knowledge, or: Truth and its Others

Moderator: Schildknecht

Text (mandatory reading):

Barbara Herrnstein Smith (2005), „Netting Truth: Ludwick Fleck’s Constructivist Genealogy“ (Chapter 3 of her *Scandalous Knowledge*)

Input: Badia (Introducing/contextualising *Scandalous Knowledge*)

Further reading (voluntary):

Daston (2009); Elkana (1981); Fleck in Cohen; Kim; Stengers (2010)

Plenary Session 2: 16:00-18:00

Epistemic Cultures as Different Thought Styles and Thought Collectives, or: Science and its Others

Moderation: Richter

Inputs:

Engelhardt (Beer): literature and science; mathematics and literature

Reinhardt (Barbour): science and religion, climate change and apocalypse

Lahmann (Habermas): between naturalism and religion, freedom and determinism

Kamola (Gilman): art and medicine

Schellow (Klein): dance and/as knowledge production

Further reading: Borgdorff; Byrd; Goodman; Eisner; Manchev; Serres/Latour; Snow; Wolf

TUESDAY

Parallel Sessions 1 (14:00-15:30) and 2 (16:00-18:00)

Yehuda Elkana, who together with Helga Nowotny shared the Chair for the Philosophy and History of Science at the ETH Zurich from 1995-99 and was President and Rector of the Central European University in Budapest from 1999-2009, wrote a ‚manifesto‘ for designing university curricula in the 21st century:

Teach knowledge in its social, cultural and political contexts. teach not just the factual subject matter, but also highlight the challenges, open questions and uncertainties of each discipline.

Create awareness of the great problems humanity is facing (hunger, poverty, public health, sustainability, climate change, water resources, security etc.) and show that no single discipline can adequately address any of them.

Use these challenges to demonstrate and rigorously practice interdisciplinarity, avoiding the dangers of interdisciplinary dilettantism.

Treat knowledge historically and examine critically how it is generated, acquired and used. Emphasize that different cultures have their own traditions and different ways of knowing. do not treat knowledge as static and embedded in a fixed canon.

Provide all students with a fundamental understanding of the basics of the natural and social sciences and the humanities. emphasize and illustrate the connections between these traditions of knowledge.

Engage with the world's complexity and messiness. this applies to the sciences as much as to the social, political and cultural dimensions of the world. this will contribute to the education of concerned citizens.

Emphasize a broad and inclusive evolutionary mode of thinking in all areas of the curriculum.

Familiarize students with non-linear phenomena in all areas of knowledge.

Fuse theory and analytic rigor with practice and the application of knowledge to real-world problems.

Rethink the implications of modern communication and information technologies for education and the architecture of the university.

Although meant for undergraduate educational programmes, we suggest to bear these principles in mind throughout the Winter School and to make time at the end of each session to formulate a ‚problem‘ that should figure on a model curriculum that we collectively design on Friday afternoon.

Ideally, you will remain in the same group in both sessions. Should you want to be in a different group, please let us know on Sunday evening. This choice is not available to those who are asked to give inputs. Professors and postdoctoral participants are free to choose their group (unless they are acting as moderators, of course).

Group 1 (English)	Group 2 (English)	Group 3 (German)
<p>The Human and its Others</p> <p>agency; assemblage; co-production of knowledge; corpo-reality; cosmopolitics / political ecology; materiality; nature-culture; things; ...</p>	<p>Communication and Geopolitics</p> <p>complexity; education and the network society; geographies of knowledge; globalisation; modernity; ...</p>	<p>Symbolic Formations</p> <p>analogy; iconographies; fact/ fiction; metaphors (we live by and think with); representation; reference; ...</p>
Moderator: Rossini	Moderator: Wenzlhuemer	Moderator: Schildknecht
<p>Text: Jane Bennett (2009), „The Agency of Assemblages“ (Chapter 2 in <i>Vibrant Matter</i>)</p>	<p>Text: Manuel Castells (2002), “The Space of Flows” (Chapter 6 in <i>The Network Society</i>)</p>	<p>Text: Sabine Maasen (2000), “Metaphors in the Social Sciences: Making Use and Making Sense of Them”</p>
<p>Participants: Bruder (De Landa) Juhl (Bucciarelli) Price (Stengers) Badia Reinhardt Schellow Toggweiler</p>	<p>Participants: Achermann (Livingstone) Kopp (Vermeer) Fralova (Stoer) Caceres Jara Moser Peter</p>	<p>Participants: Heise (Johnson) Portmann (Cassirer) Luth (Felder) Engelhardt Gross-Elixmann Kamola Lahmann Schärer</p>

Evening

After dinner, we will have a Market of Ideas in order to form the groups for the exploratory workshops on Wednesday morning. If you plan a workshop, conference panel, collection of essays etc., you should announce your idea and invite participants in the plenum to join you to learn more about the project and take further steps on Wednesday then. Should you have no such project in mind, you can also suggest a more detailed discussion of a text of your choice, a problem or simply ask for feed-back on your project on Wednesday. See also description on page 8.

Schedule Bernese Winter School 2012 (22-28 January)

	Time	Sunday	Monday	Tuesday
Morning	09:00 - 10:00		Lecture Speaker: Schildknecht Texts: Nagel; Russell	Lecture Speaker: Texts: Ca
	10:00 - 10:15		Response: Wenzhuemer	Response
	10:15 - 10:45		Break	Break
	10:45 - 12:15		Discussion Mod.: Wenzhuemer	Discussion Mod.: Har
Lunch	12:30 – 14:00			
Afternoon	14:00 – 15:30		Plenary Session 1 Mod.: Schildknecht Text: Hernstein Smith	Parallel S Group 1: Text: Ben
	15:30 - 16:00		Break	Group 2: Text: Cas
	16:00 -18:00	Welcome Introduction & Poster Tour (17:00- 19:00) Text: Lee	Plenary Session 2 Mod.: Richter	Group 3: Text: Maa
Dinner				
Evening				Market of

	Wednesday	Thursday	Friday
Wenzhuemer rey; Weller e: Hartmann n rtmann	Exploratory Workshops	Lecture Speaker: Hagner Texts: Gopnik; Grafton Response: Willer Break Discussion Mod.: Willer	Lecture Speaker: Willer Texts: Koselleck; Merton Response: Hagner Break Discussion Mod. Hagner
essions Rossini net Wenzhuemer tells Schildknecht isen	Excursion	Parallel Sessions Group 1: Hagner Text: Foucault Group 2: Hartmann Text: Bourdieu Group 3: Willer Texts: Buden; Stockhammer	Plenary Sessions Mod.: Project Team Text: Elkana
	Fondue Dinner		
Ideas			Departure (or on Saturday)

WEDNESDAY

Exploratory Workshops

Participants form groups according to shared interests and/or future collaborations.

Possible projects:

Conferences/workshops in Berne (organized by IASH PhD students)

Conferences / workshops in other places

Publications

M. Rossini can offer to negotiate on behalf on the following book series or journals: New Formations (journal); Travelling Concepts for the Study of Culture (book series); Critical Posthumanisms (monographs only); Critical Animal Studies (monographs and collections of essays); Experimental Practices (at least two authors and collections of essays); Configurations (journal of the SLSA).

Other groups as agreed on Tuesday evening

An afternoon and evening out

A voluntary trip to Berne is planned to visit museums (Paul Klee, Einstein etc.), the Bear Pit and other sights of the Capital. As we have arranged for a dinner in town, no evening meal will be provided at the Schloss (should you not join us). Details follow on Sunday evening when we will ask you to sign up for the trip/dinner.

THURSDAY

Parallel Sessions 1 (14:00-15:30) and 2 (16:00-17:30)

Group 1 (English)	Group 2 (German)	Group 3 (English)
Authorship author(ity); canon; collaboration; collective; circulation of knowledge; ...	Perception and Cognition affect; cognition; consciousness; emotions; (self-)perception; rationality; representation; ...	Intercultural Encounters and Translation knowing others; identity / alterity / difference; translation ethics; universalism; cosmopolitanism; ...
Moderator: Hagner	Moderator: Hartmann	Moderator: Willer
Text: Michel Foucault (1969), "What is an Author"	Text: Pierre Bourdieu (2003), "Participant Objectivation"	Text: Boris Buden (2006), "Cultural Translation" and Robert Stockhammer (2008-10), "COsMoPoLITerature (cosmopoliterature, Kosmopoliteratur)"
Participants: Caceres (Weber) Gross-Elixmann (Barthes) Jara (Hitchens) Bruder Fravola Juhl Schellow	Participants: Toggweiler (Daston 2001) Schärer (Lehrer) Badia Reinhart Heise Engelhart Achermann	Participants: Moser (van Hensbroek) Peter (Bhaba) Portmann Price Kopp Lahmann Kamola

FRIDAY

Plenary Sessions

14:00-15:30: The Future of the Humanities (Disciplines, Curricula)

Moderators: Project Team

Text:

Yehuda Elkana (2009), "Freedom and Interdisciplinarity: The Future of the University Curriculum"

15:30-16:00: Taking stock, looking ahead and good-bye

Half of us will already leave on Friday. Those of us who stay are welcome to use the time for further discussion, writing blog posts and planning of future events or simply chat some more over a glass of wine or two.

TransFormations I-IV

From 2012 to 2015, with the Institute of Advanced Study in the Humanities and the Social Sciences IASH as the leading institute, the Philosophical-Historical Faculty of the University of Bern organizes four international Winter Schools of one week each. Under the thematic umbrella “TransFormations”, the Winter School concentrates on the analysis and shaping of local and global processes of change in its various forms and formations at the intersections of knowledge, history, culture and society.

The project is made possible by the Stiftung Mercator Schweiz

Winter School 2012: TransForming Knowledge and Epistemic Cultures

In post-industrial societies, due to the impact of globalisation and technological development, we are witnessing a growth and diversification of the sites of knowledge production and the ways in which a variety of actors articulate and circulate knowledge. As a result, the privileged position of ‘scientific’ knowledge is contested, making knowledge the symbolic and material capital not only of academic ‘experts’. By the same token, the authorization of ‘knowledge’ becomes a matter of debate and changing power structures. The Winter School 2012 analyses and discusses these changes from a historical, sociological, cultural and philosophical perspective. It reflects in particular on the challenges thereof for the humanities and the social sciences regarding their role in the knowledge society of (post)modernity and their contribution to larger processes of transformation.

Project Team WS 2012

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Dr. Manuela Rossini, Coordinator IASH

Dr. des. Sabina von Fischer, Project Assistant

For further information please visit the Winter School Blog: <http://wsblog.iash.unibe.ch/>

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