

Style Guide for All Papers: Research Articles, Engagements, Perspectives and so on.

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Abstract

To be added.

Keywords

non-capitalization; no-alphabetical order; body text; Merriweather Light; 1.4margins

Introduction

I feel honored and grateful for the invitation from the editors of ESTS to comment upon Sharon Traweek's speech on receiving the Bernal award of 4S. I believe this award was a timely recognition of an important scholarly effort that has helped us in understanding how scientific cultures are intersected by transnational political economies as well as local articulations of gender, class and ethnicity, and of an impressive amount of academic service work to the benefit of the broader STS community. Sharon's article, based on her speech when receiving the Bernal award, is rich and stimulating. It offers important challenges to widespread scholarly approaches to the understanding of science and technology, drawing on her longstanding intellectual concerns. One of these is the regime of academic disciplines, which she sees not only as a conservative force that limits inquiry, but also as a machinery of power that bestows epistemic authority in ways that limits the making and exchange of knowledge.

This comment pursues these ideas by addressing some aspects of the epistemic politics of the dominant discipline-based regime of production of knowledge and the growing set of interdisciplinary practices. My concern is to understand these practices when the norm is membership in a discipline, which

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increasingly is challenged, and relating this to features of STS. How has STS navigated the issues of disciplines and interdisciplinarity and the related epistemic politics? As I will discuss below, there are paradoxical aspects of STS that may illuminate the doing of disciplines and interdisciplinarity but also serve as a resource to reflect upon STS as a knowledge formation and community.

Mainly, I share Sharon's critical views of disciplines and the making of epistemic authority and believe that STS scholars should reflect more frequently about how the regime of disciplines shapes the field's own practices: how it orders the making of, assessment of, and traffic in knowledge. What faultlines have provided spaces for STS to grow? Are academic disciplines policed to the same degree and how does academic policing influence STS? Arguably, STS scholars have tended to study science with an empirical focus on the particular; the problem area or the site that is researched, often focusing on a single laboratory. Consequently, disciplines have mainly appeared as backstage phenomena. Their role has often been conceptualized using cartographic metaphors concerned with boundaries and the traffic of knowledge taking place across them, analyzing how the mobility of knowledge is affected by the boundaries and asking about barriers, transformations, and related boundary practices.

This has resulted in a host of concepts widely employed in STS, such as boundary work, boundary objects, trading zones, boundary walking, boundary crossing, borderlands, etc. They provide an understanding of how disciplines are upheld but also about how they may be transgressed in pursuit of interdisciplinary or transdisciplinary making and flowing of knowledge. However, I see a need to discuss the performativity of such cartographic metaphors and their usefulness when we study how disciplines and interdisciplinary communities make knowledge and shape the flows of knowledge.

Are Academic Disciplines 'Silos'?

STS scholars do not unambiguously share a critical understanding of the disciplinary regime of knowledge making, which contrasts to the distinctly negative descriptions often articulated by research policy communities. They tend to see disciplines as unable to effectively address the complex problems that are facing today's societies; academic disciplines are even seen as barriers to such problem-solving. A recent OECD report argues the need for more what they call transdisciplinary research that integrates academics from several scientific fields with non-academic participants to co-create new knowledge (OECD 2020, p. 15). It invokes the metaphor of 'silos' to emphasize the problems with the specialized, fragmented and self-contained features of disciplines, which is seen to hinder much-needed combinations of knowledge across and beyond disciplinary boundaries (p. 29). The report claims that this inability to contribute to the integration of knowledges is due to currently dominant research practices, with their standards for collecting and managing data and their narrow evaluation criteria. Furthermore, it outlines a series of policy interventions to push for more integrative research, such as economic incentives and dedicated research programs.

Acknowledgements

Author Biography

References

- Abbot, A. 2002. *The Chaos of Disciplines*. Chicago: The University of Chicago Press
- Calvert, J., & Rip, A. 2018 'Things can be done here that cannot so easily be done elsewhere': Jane Calvert talks with Arie Rip. *Engaging Science, Technology, and Society*, 4, 183–201.

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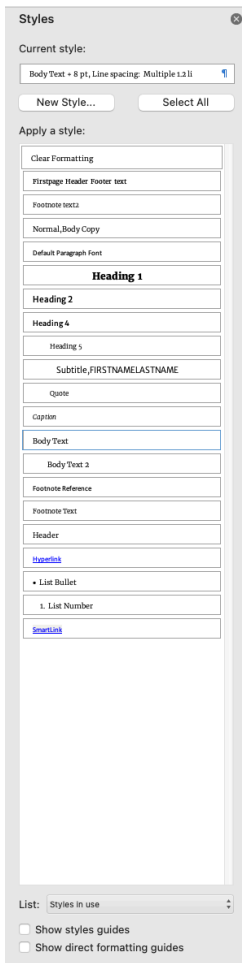


Figure 1. TIP–Select all styles in use at the start of creating a new copied/edited paper by opening the styles pane and clicking on the list at the bottom of the styles pane.

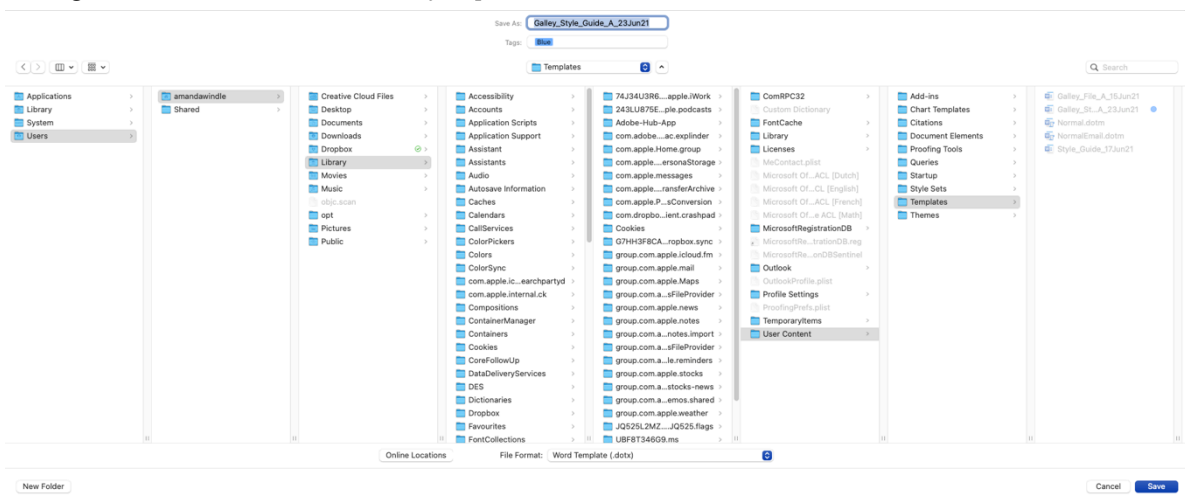


Figure 2. TIP–How to find where your templates are stored on a mac hard drive.

CORE STYLES

Style 11: Heading 1 (core style): Merriweather Light, 12pt, 1.2 leading, centered

Heading for the Main Title of the Paper

Style 12: Heading 2. Merriweather Sans Regular, 10pt with 1.4 leading.

Subheadings – Section headings

Style 70: Header Abbreviated chapter heading and Lastname in header form page 2 onwards. Merriweather Regular, 7.5pt, 1.2 leading. Do not worry about this copying through for the html. It is a Word only style for headers.

LASTNAME

SHORT TITLE

Style 14: Heading 4. Merriweather Sans Regular, 9pt, 1.2 leading, left aligned.

Heading 4: Sub-Sections of the Paper

Style 18 Footnote Reference. Merriweather Light, 8pt, 1.2 leading, justified.

Footer citation for page 2.

Style 19: Footnote Text Merriweather Light, 8pt, 1.2 leading

Footer page numbers are on the right-hand side of the page.

Style 16: Body Text Merriweather Light, 8.5pt, 1.4 leading, justified.

New paragraph, body copy.

Style 17: Body Text 2 Merriweather Light, 8.5pt, 1.4 leading, justified, with indent. This will not copy through in html. Do not worry about this style copying it through.

Indented follow-on paragraph of body copy. Merriweather Light, 8.5pt, 1.4 leading, justified.

Indented Paragraph of body copy.

Style —: Body text or Body text2, plus MS Word's buttons for bold, italics and underline in the ribbon menu.

Body copy emphasized in **bold**

Body copy emphasized in *italics*

Body copy emphasized in underline

Merriweather Light, 8.5pt, 1.4 leading

CUSTOM STYLES

Style 4 with 8: headerAuthors and columnBreak: Merriweather Sans Light, 10pt, all upper case, 1.2 leading, centered, with additional style 8 applied separately to each column break.

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PLACE



Style 15: quote: Merriweather Light, 8 pt, 1.2 leading.

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Style 5: imageCaption: Merriweather Light, 8pt, 1.2 leading. Tables are dealt with the same as Subheadings.

Figure 1. Title of image: styling is the same as a blockquote but without the indentation. (Author 2007: 77).

Style 14: sourceSans: For emDashes apply style: SourceSans, -pt, 1.4 leading, left.

2em —

3em ——

Em dashes are a NON-paragraph Word style 'sourceSans' needs to be applied to the relevant words which then converts into html:

Text required in source sans font

The actual characters for 2em — and 3em —— should also be used within Word as the current examples are repeated em dashes -- and --- (the repeated dashes will not convert automatically into the correct dashes) These websites give the character codes for most punctuation elements:
<https://jcorpela.fi/dashes.html>

or

<https://www.toptal.com/designers/htmlarrows/punctuation/dagger/>

Style —: TableText. Merriweather Light, 7pt, - leading, left aligned.

Use tables and adapt by using the ESTS colour palette.

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[Nisbet](#), E., Manning, E. Dlugokencky, et al. 2019. "Very Strong Atmospheric Methane Growth in the 4 Years 2014–2017: Implications for the Paris Agreement." *Global Biogeochemical Cycles* 33: 318–42. <https://doi.org/10.1029/2018GB006009>.

[Povinelli](#), E. 2001. "Radical Worlds: The Anthropology of Incommensurability and Inconceivability." *Annual Review of Anthropology* 30: 319–34.

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