

Recherches sociographiques



Abstracts

Volume 36, Number 3, 1995

Science et société

URI: <https://id.erudit.org/iderudit/057005ar>

DOI: <https://doi.org/10.7202/057005ar>

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Publisher(s)

Département de sociologie, Faculté des sciences sociales, Université Laval

ISSN

0034-1282 (print)

1705-6225 (digital)

[Explore this journal](#)

Cite this document

(1995). Abstracts. *Recherches sociographiques*, 36(3), 631–632.

<https://doi.org/10.7202/057005ar>

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ABSTRACTS

Benoît GODIN et Michel TRÉPANIÉ : *La politique scientifique et technologique québécoise : la mise en place d'un nouveau système national d'innovation*

Scientific and technological policy in Québec has gone through a process of change since the early 1980s, in which enterprises have taken the place previously occupied by universities with regard to policy statements and the formulation of government programs. The authors analyse the results of this «technological change of direction» and its consequences for the systems of research and innovation in Québec. They seek to demonstrate : 1) that enterprise still continues to be the weak link in Québec's innovation system, and 2) that the university has not lost its relative autonomy, in spite of setbacks in the financing system for research.

Stéphane CASTONGUAY : *Conservation des ressources et changement scientifique en agronomie au Québec*

The author examines the factors underlying conceptual changes in agronomics and the legitimization of research in agrobiological in Québec. In the late 1960s, academic and government researchers in soil sciences initiated a research program on the calibration of analysis methods. They opted for a physico-chemical interpretation of fertility phenomena, turning away from an approach based on soil biology. During the 1980s, the problems of manure management and soil degradation led the researchers to review their experimental practices and to study the role of micro-organisms and organic matter in crop yields. Agrobiologists were then able to benefit from institutional and material support for the dissemination of knowledge in the field of soil biology. This paper devotes particular attention to the analysis of scientific practices for an understanding of the processes of scientific legitimization.

Chantal DORÉ et Pierre SAINT-ARNAUD : *La procréation médicalement assistée au prisme de la logique constructiviste*

The authors seek to develop and understanding of medically assisted reproduction by examining the discourse of experts in the field. The constructivist approach adopted considers this specialized techno-scientific practice to be based on a tight-knit fabric of interwoven cognitive elements and various social elements (economic, political, ideological, etc.). The analysis points to a highly organized practice centred primarily around scientific, technical and economic interests, despite an official discourse of openness and sensitivity toward the human and social implications of the complex problem of infertility.

Marie LAROCHELLE, Jacques DÉSAUTELS et Françoise RUEL : *Les sciences à l'école : portrait d'une fiction*

The studies conducted in the field of science education tend to show that the way in which science is represented in the school system has little in common with the contemporary socioconstructivist representation of scientific knowledge and production. Moreover, in several respects this representation, of an empirico-realist inspiration, takes on certain fictional qualities. The misconception that it engenders of «the sciences as they are practiced» contributes to a relationship with scientific discourse on the part of students that gives little empowerment and that even leads to problems in understanding the relational nature of scientific knowledge.

Marie-Josée LEGAULT : *Sciences humaines et sociales - sciences naturelles, une distinction inappropriée pour expliquer la propension à former des centres de recherche*

In Québec, a growth trend is observed in the creation of research centres in the humanities and social sciences. In an ethnographic study conducted in three of these centres, the author observes that the differences in the local organization of work could be interpreted in light of the treatment of uncertainty regarding the task. This interpretation brings into question the traditional dichotomy between the humanities and social sciences, on the one hand, and the natural sciences on the other, and suggests that it would be useful to make a connection between certain theoretical and methodological elements, and choices concerning the local organization of research work.

Danielle OUELLET : *L'émergence de la chimie et de la physique à l'Université Laval*

This article presents the emergence of two disciplines at Laval University : chemistry and physics. This study lies at the crossroads between the biography and the history of scientific disciplines in a context of social and institutional development. Three generations of chemists and physicists are seen : the pioneers, the masters and the new generation. The pioneers propose a renewed teaching approach and undertake to create institutions, but do not produce new knowledge. The masters introduce teaching and research methods imported from Europe. At the end of the period considered, the members of the new generation are ready to ensure the transmission of knowledge through teaching, as well as the production of new knowledge on the basis of their own research.