

# **Teaching Science and Technology Policy in U.S. Universities: Flying High Without a Paradigm**

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## **Abstract**

Universities in the United States have engaged in research, scholarship and teaching in the field of science and technology policy for half a century. Dozens of programs involving hundreds of faculty and thousands of students have participated. Despite this effort, the field is remarkably fragile, both intellectually and institutionally. A workable paradigm for the field has yet to emerge. There is little consensus on the content of the field. Diverse methodologies are used, reflecting the contributions of many disciplines, whose perspectives do not always intersect productively. Academic study often lags professional practice. I will suggest that these conditions are not the result of a failure of intellect, imagination or hard work in the field, but that they result instead from the profoundly unknowable futures of the objects of our studies.