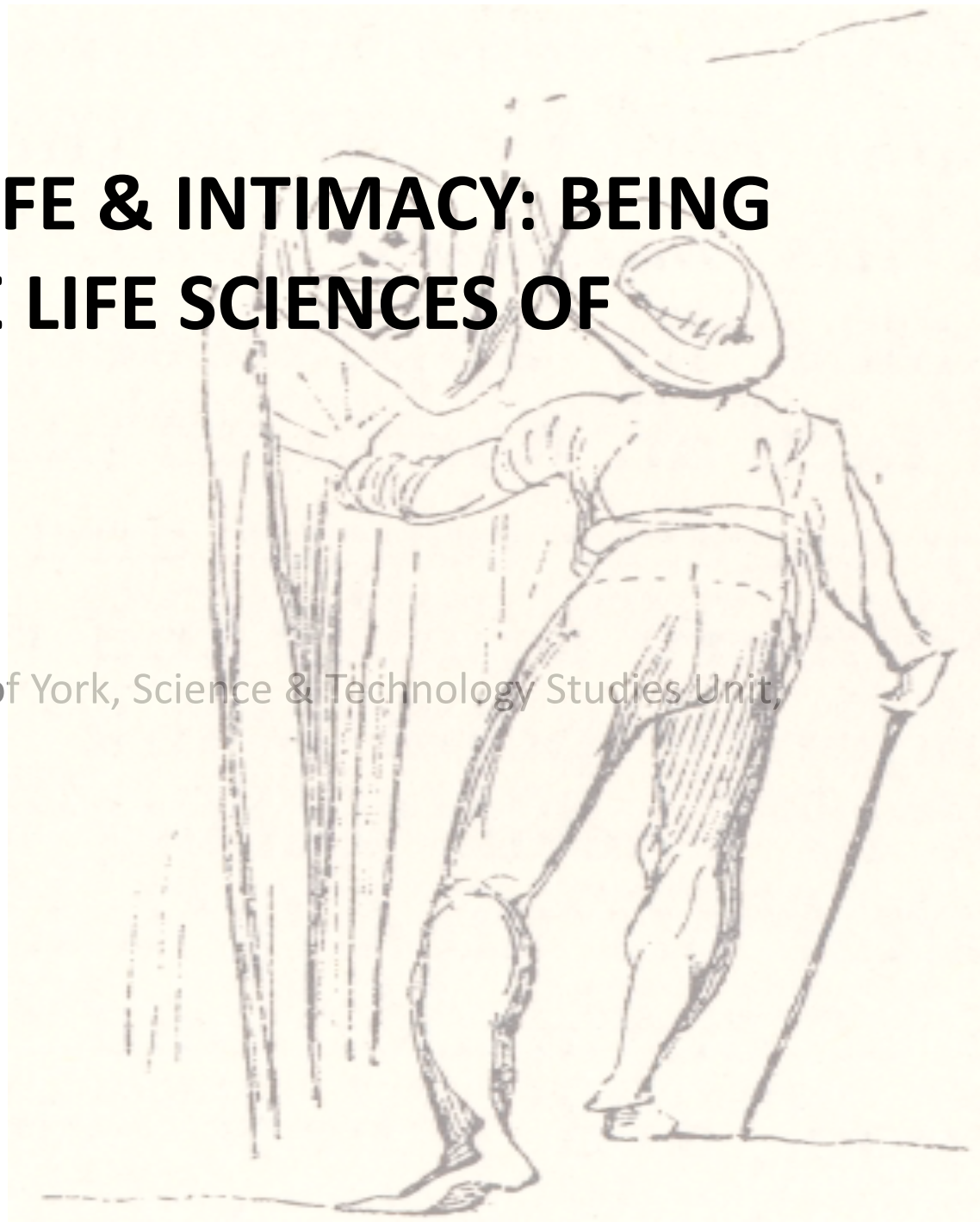


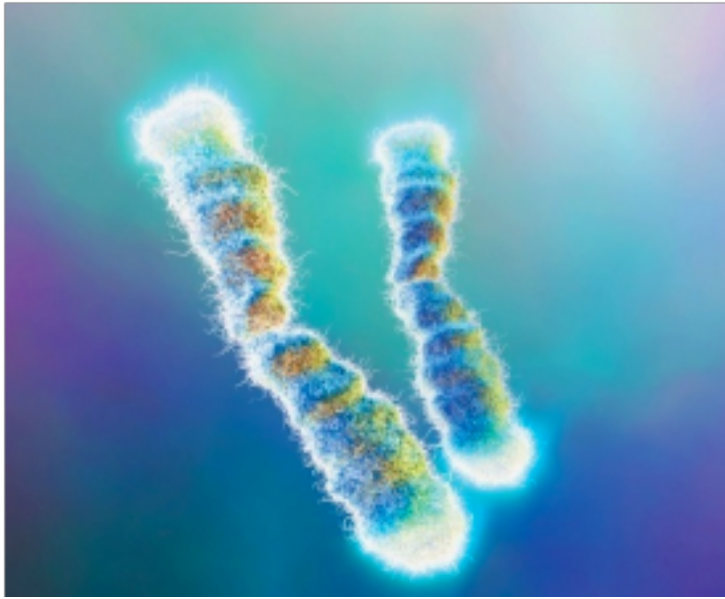
# KNOWLEDGE, LIFE & INTIMACY: BEING ALONGSIDE THE LIFE SCIENCES OF AGEING

Joanna Latimer, University of York, Science & Technology Studies Unit,  
Dept. of Sociology



UNIVERSITY  
*of York*





## Problematizing the biopolitics of the new dynamics of ageing



Developing an *Activist* or *Generative* Sociology:

Finding ways to create **Biosocial** understandings of how and why people and other animals age the ways that they do

Unconcealing how humans and other animals age as an **intra-action** (to use Karen Barad's term) of biology and society.



## Healthy ageing guide

- Healthy body
- Mind & spirit
- Family & friends
- Health care basics
- Planning ahead
- Finding help

## Related to healthy ageing

- Healthy ageing news & features
- Healthy ageing reference
- Fitness
- Heart disease
- Menopause
- Arthritis
- Stroke
- Diet plan reviews
- Quizzes
- Slideshows

## Healthy ageing health centre



### Old bones?

Foods to boost bone health.

### Dog tired

12 ways to fight fatigue.

### Fight flab!

Weight gain shockers.

### Healthy ageing overview

More and more, ageing is something we need to fear less and less. With today's medical advances, many adults are celebrating good health along with greater longevity. It's important to be aware of the many components of senior health, including physical health, mental health, and emotional well-being. With healthy lifestyle habits, plenty of exercise and activities, and strong social support, many senior citizens can look forward to personal fulfilment and a long life.

Select a chapter

### Today in healthy ageing



**QUIZ**  
How is your memory holding up?



**SLIDESHOW**  
Surprising ways to reduce wrinkles



**ARTICLE**  
What's causing your dry skin?



**SLIDESHOW**  
How to have a healthy retirement

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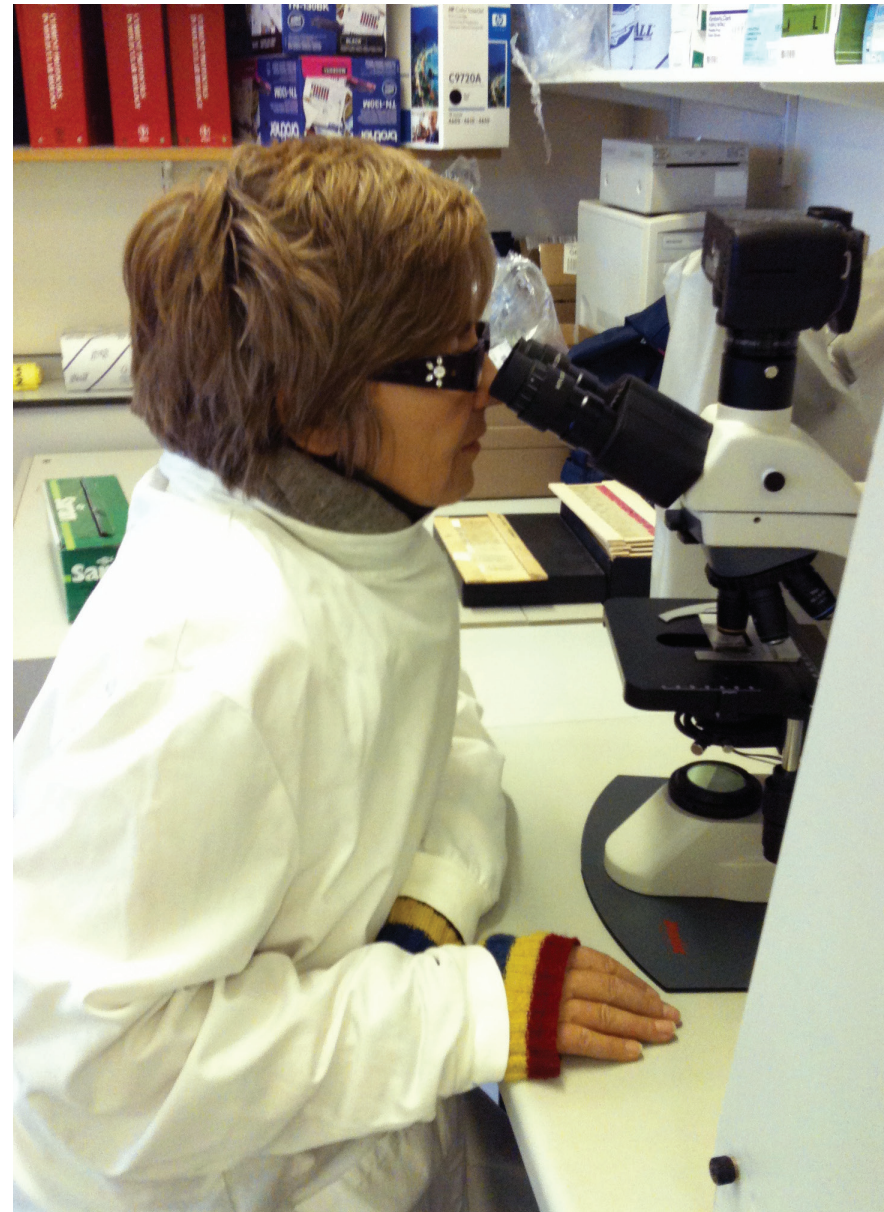
## The Golden Faces of Ageing: Health Glowing with Wealth & Potency



Healthy Ageing



While the factual details of research subjects, dead or living, are usually recorded, as far as they can be, in a variety of lists and ledgers, the entanglements out of which the actual results of the data emerge often remain or become invisible. (Fraser & Puwar 2008:13)



*Figure 3. Exploring the interaction of social and biological constructs of ageing: the social scientist Prof Joanna Latimer investigates changes in Werner syndrome cell morphology from a tissue culture laboratory*

# HOW?

1. Immersion, Going Along & Getting Inside

2 Examples:

2. Switching between:

Going along & Getting 'inside' (Latimer 2013b after Geertz 1993) or Being 'Enrolled' (Callon & Law 1982) ?

Becoming-with (Haraway 2005)

&

Being alongside (Latimer 2013)

Being Alongside

At the same time as

Keeping 'open & critical' (Latimer & Skeggs 2011)

**Making Visible a Methodology for  
getting us out of the object/subject  
divide:**

**becoming 'intimately entangled' with  
the life sciences**



**Being ‘Enrolled’ (Callon & Law 1982) or Going Along with and Getting ‘inside’ (Latimer 2013b after Geertz 1993) the politics of doing the science (of ageing)?**

- a) The Demands of ELSI – getting Scientists to Engage with the Public
- b) The Controversial Status of ‘Biogerontology’ (the immortalists or ‘nutters’ v. the real science of ageing)
- c) Being Threatened by the Crisis of Representation & Attachment to ‘Nature’ as a biological reality

As ‘the social scientist’ I was **positioned** as:

- a) the conduit  
for ‘The Public’ –

“As part of our work, and in line with current policy on connecting public engagement of science and biotechnological development [Wynne et al 2005], we aim to open our work to ethical and community scrutiny as it evolves.” (NDA proposal)

- b) helping to translate biogerontology & make it ‘respectable’

The moment of the blush: “I have a tame Social Worker with me, Joanna Latimer” (Fieldnotes, Biogerontology Conference, Brighton)

- c) as a sociologist for whom everything is “socially constructed” – the Life Scientists become my public!

**Current research**  
**Learning How to be Be Alongside Life Scientists'**

**In the in-between**

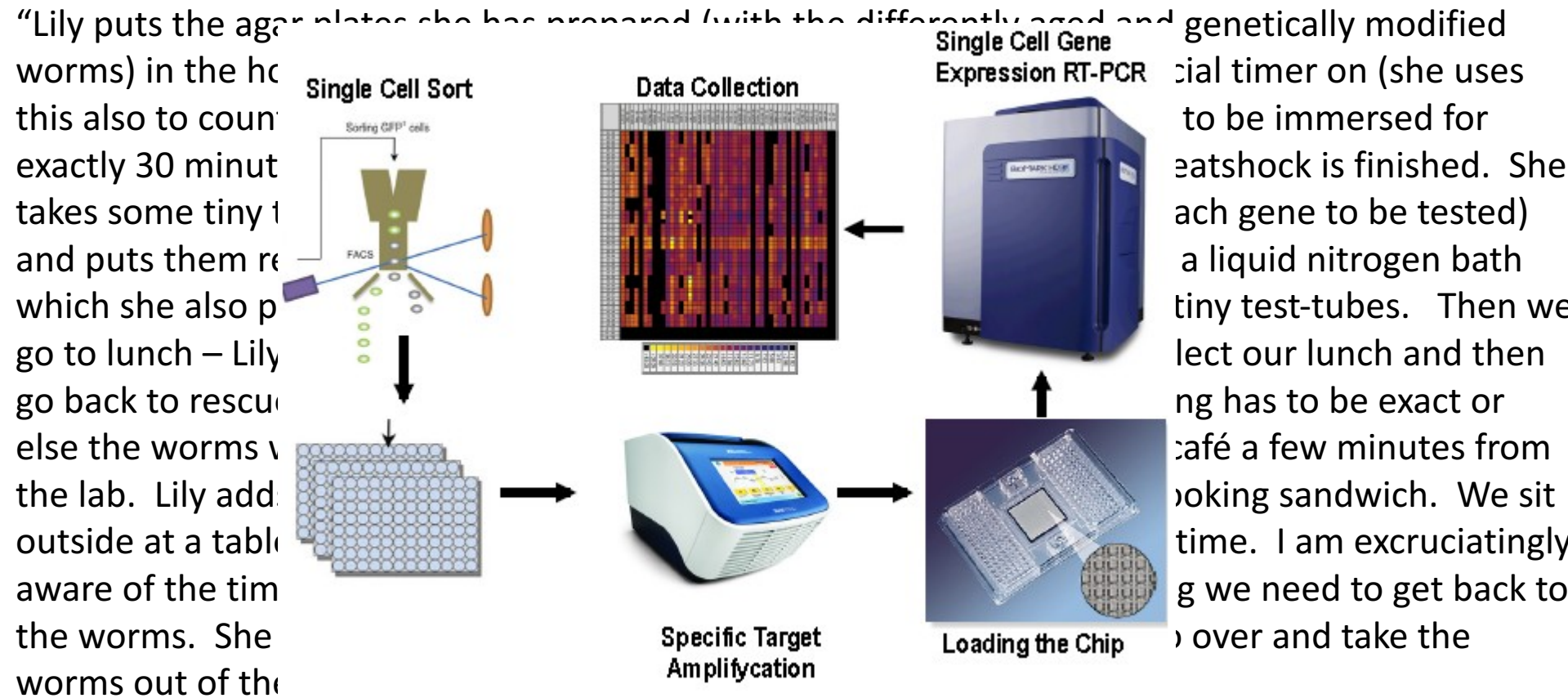
**Attachment/Detachment to different**  
**Extensions**  
**in the labs at the Kaufman Institute**

Being Alongside – intermittent and partial connection

Moments of intimacy

Jointness without hybridity

## Being moved: between the human and the non-human



(Latimer, Fieldnotes, Kaufman Institute, 2016-17)





A timer

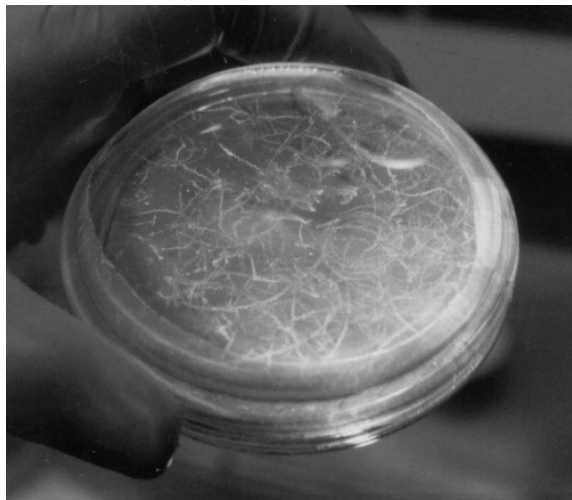


A Healthy Sandwich

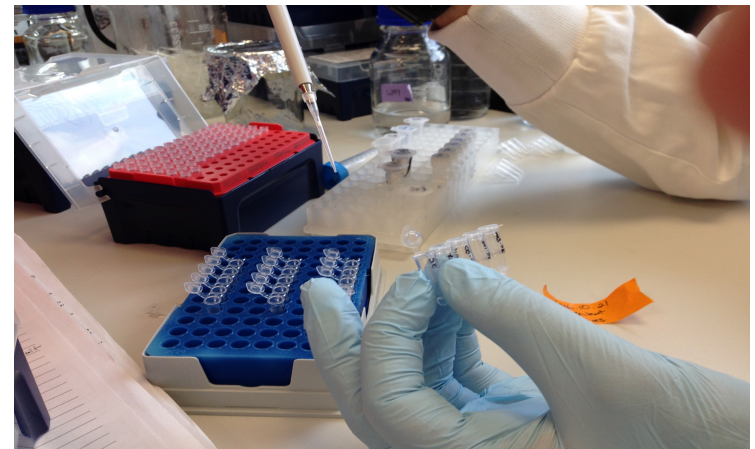


A heatshock bath

“Being like a Robot – its good”



Nematode worms and agar plates



Micropipette, tiny testubes, lysing and other solutions

Just a Few of Lily's Extensions

Day 2 11.00 - I'm with Helena – She appears a few minutes after 11 – she has been for a scan and tells me she is pregnant. We talk about this as we go up to her computer work station. She shares an open plan space, and has her own station. She says that they did a risk assessment for her pregnancy – what chemicals and environments she can be in or needs to take extra precautions over. We go on to talk about children. She shows me a photo of her first child on her iphone desktop. I tell her about my children – and how my son is doing more than one job. She says she also does more than one thing – she trained as yoga teacher when she was pregnant last time (took a two annual leave to do it – because she knew she wouldn't have time once the baby was born). And now she takes yoga classes in the Institute. We talk about yoga a bit – and about amazing teachers. She tells me she trained at first in hatha yoga, because she wanted to know about physiology and alignment, then she moved on to flow. When she talks she has the most wonderful huge smile.

She has a clipboard with paper on it – marked out in weeks – it is her two weekly plan (hand drawn and written rather than printed out). I'm sitting alongside her, but we are quiet for about 10 minutes. She looks at her plan for a long time – shifting between it and things on her computer (emails, diagrams etc) – her actions are very deliberate and she takes time – thinking things through. I ask what she is doing and she says 'planning' what she needs to do and how she is going to do it – I get the sense she is very methodical, like Lily but more thoughtful – Lily is very quick, things seem to be second nature to her. She says she has 4 things to do today plus two seminars – I say she likes to pack it in – she says she likes to get a lot done, to feel good, otherwise she feels frustrated. She says we need to go to the 'yeast room'. We fetch our lab coats, H. puts on two sets of gloves and we go to the yeast room. At one point she says 'we' need to do something – and then laughs – I guess its because she included me in that 'we' as if I was a part of her world already. (Latimer, Fieldnotes, Kaufman Institute, 2016-17)

We are in the YEAST room. Helena is working under the hood. She takes fluid from one of her sample vials and checks its concentration – then she does a calculation (looking at a chart on the door of the fridge) adding just so much fluid to her samples (she is very quiet while she does this). She then puts her vials/samples in the incubator. **She says she is staging their growth – she wants to observe them at the *log stage* when development/growth is exponential – not in the stationary stage when growth slows right down** (growth is the cell divisions – their reproduction – dividing and making new cells). She explains chronological age is different from the ageing she is working with – its measured by the number of times the cell divides – the number of times it reproduces - there are a certain number of divisions before the cells ‘senesce’ – stop dividing. She doesn’t want them in this stationary phase **but wants them in ‘good’ shape (i.e. in the log stage)**. She says the incubator helps modulate their growth.

We get back to Helena's computer work-station and she says she needs to plan for her next job. She starts by looking at some email messages –working between these and other documents both on her computer and attached to her plan. I'm sitting at her neighbour's desk – this desk is surrounded by pinups of diagrams about the menstrual cycle and the cycle of growth of the womb in early pregnancy. I mention this to Helena and how ironic it is given her pregnancy). She then tells me about a message she has got from the mindfulness course she has taken, and which was put on by KI. It was about how to switch off those things which keep disturbing possibilities for deep thought – emails, mobile phones etc. (I note the irony that they have sent her message to 'take a tiny pause'), they urge you to make set times for mobiles and emails – putting away the mobile because even seeing it draws you in – and switching off alerts (phone, emails etc., giving only set times to your texts etc. She says they explained how these things are addictive and interrupt possibilities for entering into phases of deep thought – they keep you always at the level of shallow thought. They also send you alerts to breath – to take one or two deep breaths. They also suggest you make set times for tasks. She then opens her lab note book and spends time filling this in. After she has finished she tells me it is for recording exactly how experiments are done – if something does not work they can go back and trace and even pinpoint the activity that lead them to the blind alley, and for publishing – so they can publish the exact method they've used. She says that the note book belongs to the institution – she says it is a charitable foundation and that the experiments are paid for by the institution so they belong to KI. If she leaves she leaves her notebooks here – so Jason (the head of the lab) can look in the book and see how the experiment was done.





# Tiny Pause

Optimum Life Habits



Lab notebook



Yeast cell flasks



Yeast Room Hood

Helena's Many Extensions



Yeast cell incubator

Shifting between:  
Being Alongside  
& Becoming-with

Becoming Intimately Entangled  
with the Life Sciences

Enacting biosociality?

Getting beyond the object/subject divide

Giving knowledge life