**Seminar 9: The expert state, 1700-1800. *Expertise.***

**Seminar Questions:**

* ‘Scientific expertise, politics and money always go together’. Discuss.
* 'The concept of ‘population’ is an Enlightenment invention.' Discuss.
* What does the Enlightenment ideal of ‘happiness for all’ has to do with scientific expertise’?
* What did scientific expertise actually involve in the late 17th and 18th century?

**Introduction**

* Hard to be excited about due to how technical it can become.
* The topic is important due to how can influence the lives of people via the public sphere and the apparatus of the state.
* What is involved in expertise?
  + **Specialised knowledge** (often due to the experience they have attained)
  + Some link to the **establishment** of the time
  + **Utility** - specialised knowledge used to serve someone who is not an expert. As in phrases like “expert testimony”, “fed up with experts”, “ask an expert” column in newspapers, “areas of expertise” on university webpages – all in context where specialised knowledge is being made available to non-specialists
* More people in class knew who David Attenborough was over Mark Carney – an example of how influential the public sphere is
* Mark Carney (Governor of the Bank of England) is an expert who many people are unaware of until an issue arises that allows him to demonstrate his expert knowledge (For Carney it is over Brexit)
* His importance to the public is vital, yet he is relatively unknown due to his role within the state.
* In the 17th and 18th Century, scientific expertise and the state went hand in hand

**Seminar Discussion:**

Aim: develop one detailed example of an eighteenth-century expert, as a point of reference for discussing other examples of experts

**Klein, Ursula, 'Savant Officials in the Prussian Mining Administration’, Annals of Science 69, 3 (2012): 349-374:**

*Carl Abraham Gerhard (1738-1821)*

* Prussian
* He attended a university that promoted empirical, practical knowledge unlike many of the contemporary universities of the time – establishment, specialist teachers at University handed down knowledge
* State Sponsored
* Inspector of Mines in Silesia
* Rose through the bureaucracy and ended up at the top of the Prussia Mining Administration
* The significance of 7 Years War – prompted switch in style from nobility to experts.
* He worked for the state, the state is supposed to serve the people and therefore, he was serving the people.
* His utility was serving the Prussian government
* He confirmed the success and progression of the switches from nobility to experts.
* **SPECIALISED KNOWLEDGE:** Specialist in geology, discovering veins and metals, metal production
* **ESTABLISHMENT:** went to university – achieved a medical degree which led to his interest in the topic
* **ESTBALISHMENT:** Involved with the Department of Mining and Smelting, part of Prussian General Directorate
* **ESTABLISHMENT:** reputation in Republic of Letters – part of Prussian Academy of Sciences (private courses in natural philosophy), respected within the Science community while doing research for the state

**Conclusion**

* Gerhard an example of the start of state-based expertise – his work was invisible to the people, but held importance to the state which could go on to help society.
* Consider comparing Gerhard to the experts mentioned in the other readings, eg. Becher and Wolker. They are all experts but there are notable differences among them, eg. Becher only spent 6 years in the service of the Electorate of Bavaria whereas Gerhard had a ‘lifelong career’ in the Prussian bureaucracy