Welcome to San Diego!

The HSS/PSA conferences this year are 15–18 November 2012 in beautiful San Diego. Known for its beaches, fantastic weather, bustling downtown, proximity to Mexico, and beer and fish tacos, San Diego is the eighth largest city in the US. Because of its size, we make no attempt to describe it in general here. Plenty of online guides can do that, e.g., www.visitsandiego.com and www.discoversd.com. Here we aspire only to give some brief notes containing event-specific information and a few dining recommendations (please note that the full dining guide is available on the HSS site under the annual meeting).

The conference venue is at the Sheraton San Diego Hotel and Marina located at 1380 Harbor Island Drive. Harbor Island is across from downtown San Diego, and “Island” is here a name, not a description. The Island is a small man-made peninsula jutting into gorgeous San Diego Bay. From the hotel there are spectacular views of downtown and also the Bay. The Sheraton boasts five restaurants (including a large Starbucks), three swimming pools, tennis courts, a spa and jogging trails. There is also free internet in the lobby with the Sheraton Link program (and free internet in the guest rooms).

Getting From the Airport to Hotel

Due to the proximity of the hotel to the airport, one may be tempted to simply walk from the airport to the Sheraton. We do not advise this. It is certainly possible. However, with major construction at Terminal 2, parking lots and runways to walk around, and a few large roads to cross, we predict that the walk would be longer and more confusing than you would expect. The Sheraton operates a free 15-passenger van that picks up people outside the two terminals (more or less directly out front the main exits). We recommend waiting for this shuttle. There is no need to call and...
Welcome to San Diego!

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the wait should not exceed 20 minutes (if you are arriving into the commuter terminal or between 12 a.m. and 5 a.m., call the hotel from the airport to request a shuttle).

Eating on Harbor Island

Harbor Island contains two hotels, the Sheraton, where we're staying, and the Hilton. Dining options are therefore restricted to one of the (many) hotel eateries or one of the three other restaurants on the Island:

- **Island Prime/C Level**, 880 Harbor Island Dr San Diego, CA 92101, (619) 298-6802, [www.islandprime.com](http://www.islandprime.com)
- **The Boathouse**, 2040 Harbor Island Dr San Diego, CA 92101, (619) 291-8011, [www.boathouserestaurant.com](http://www.boathouserestaurant.com)
- **Tomham's Lighthouse**, 2150 Harbor Island Dr San Diego, CA 92101, (619) 291-9110, [www.tomhamslighthouse.com](http://www.tomhamslighthouse.com)

All three restaurants have amazing views, nice sea breezes, lights from downtown and the marinas, but some, e.g., Island Prime, are over-priced. But given the proximity to the conference, be advised to make reservations when possible. On the western end of the island there are also some delis and often foodtrucks, including:

- **Island Deli**, 955 Harbor Island Dr Ste 200 San Diego, CA 92101
- **Papanani's Deli**, 1450 Harbor Island Dr #104 San Diego, CA 92101

For those who wish to venture off the island, buses will be available to shuttle attendees to the Gas Lamp Quarter and to Little Italy each night of the conference. The buses will run on a circuit to Gas Lamp, Little Italy and the Sheraton, so waiting time for a bus should be approximately 30 minutes.

Local Arrangements Committee, at the University of California, San Diego

Craig Callender, chair; Jonathan Cohen; Cathy Gere; Rick Grush; Joyce Havstad
NOTES FROM THE INSIDE

The 3-Societies Conference

My deep thanks to all who attended the British Society-North American Conference in the History of Science this past July in Philadelphia. Some 311 individuals registered for the meeting, an increase of approximately 157% over the ill-fated conference in St. Louis (a memory that Philly will challenge for supremacy). Attendees were treated to three full days of sessions that ranged from historical displays and disciplinary identity to perception as practice in educational settings, and scholars interested in Victorian science and the history of chemistry enjoyed an especially generous array of sessions to attend. An electronic copy of the program can be found at [http://www.hssonline.org/Meeting/2012_3_Soc_Program.pdf](http://www.hssonline.org/Meeting/2012_3_Soc_Program.pdf) and the abstracts are located at [http://www.hssonline.org/Meeting/3Soc_Session_and_Paper_Abstracts.pdf](http://www.hssonline.org/Meeting/3Soc_Session_and_Paper_Abstracts.pdf).

It is always a pleasure to associate with our colleagues from Britain and Canada and this conference did not disappoint. From the memorable BSHS reception that celebrated the 50th anniversary of *The British Journal for the History of Science*, and featured local treats, such as Tastee Cakes and pretzels with assorted dips, to the maple-flag waving of Gordon McOuat at the plenary where he reminded everyone, on the anniversary of the War of 1812, that Canada had once reigned triumphant over the U.S., everyone was engaged (for a video of the plenary, go to [http://vimeo.com/vsvideo/review/45905597/53e007244c](http://vimeo.com/vsvideo/review/45905597/53e007244c)). And considering that the sessions were held in historic Houston Hall on the University of Pennsylvania (Penn) campus, purportedly the oldest student union in the U.S., and that attendees were treated to a keynote address by Ron Numbers at Benjamin Franklin Hall at the American Philosophical Society (APS), and a fabulous opening reception at the Chemical Heritage Foundation (CHF), and side trips to the Wagner Museum, the Mütter Museum, and the Academy of Natural Sciences, there were enough activities to keep most scholars happy. (I even received reports that the reading rooms at CHF and APS saw record numbers of scholars).

The conference would not have been possible without the generous support of Penn, the CHF, the APS, and the Philadelphia Area Center for the History of Science (PACHS). I am grateful to Ruth Schwartz Cowan and Susan Lindee (Penn), Ron Brashear (CHF), Martin Levitt (APS), and Babak Ashrafi (PACHS) for their help and am also thankful for the work of our program chairs Angela Creager (HSS), Sabine Clark (BSHS) and Sophie Lachapelle (CSHPS). We look forward to the next meeting in 2016, with our Canadian hosts, and as the calendar would have it, HSS will host again on the occasion of our 100th anniversary, in 2024. Mark your calendars!

- Jay Malone, HSS Executive Director
Finding Informal Opportunities for Our Work:
Repaying the Legacies of Generous Mentors

Kim Kleinman, Webster University

In her January 2012 History of Science Society President’s Column, “History of Science Unbound,” Lynn Nyhart calls for a “polycentric view” of the history of science instead of seeing the profession “as a series of concentric circles with a few successful graduate programs and their professors as the focus, and tailing off toward peripheral “alternative” careers that are treated as less successful.” She suggests that we view so-called alternative careers simply as “careers.” So, we should look to public history, journalism, and other outlets for our skills, training, and interests where we can successfully contribute to the field, scholarship in general, and discourse in society.

Seeing my own career as a “polycentric” one has helped me make sense of it. I returned to graduate school at age 38, 15 years after earning a Masters at the University of Chicago in 1978-1979. I had embarked on that wonderful year at Chicago already active in working class politics—and had chosen Chicago over Wisconsin as much for the political opportunities as for the academic ones. Whichever school I had selected, I had no real academic plan beyond wanting to know more about the history of science. The lure of politics prompted my hiatus after that year, so I practiced a particular kind of science and strove to make big, sophisticated ideas intelligible. A layoff and union benefits gave me a basis to return to our field and allowed me to construct a program at the Union Institute, which had begun in the 1960s (of course) as a consortium of many Ohio liberal arts colleges for graduate studies. Finally with a dissertation topic, a history of the Missouri Botanical Garden (MBG) as a museum, I met, in succession, Joe Ewan, John Greene, Gar Allen, and Betty Smocovitis. These remarkably generous and engaged mentors shaped my unorthodox Ph.D. program and my equally idiosyncratic career. They each had/have a knack for being interested in the work of others, seeking the possibilities of what a colleague’s work might offer.

They grasped, as Randy Nelson of Pixar University (the education and training unit of the company) put it, that it is more important to be interested than interesting. He further suggests that the aim and result, ideally, of education is demonstrable depth, a breadth of interests, an ability to communicate from that breadth and depth by understanding sympathetically what might connect with listeners, and an ability to amplify others’ ideas through collaboration. Thus, teaching and learning are not just two-way processes but reciprocal, dialectical ones. Being interested first—rather than being interesting—offers the rewards of being turned outward, listening both critically and sympathetically, in ways that are richer than the rewards of merely being interesting by honing one’s own work. I am lucky to have had the interested generosity of these four mentors and to see at close range how they have cultivated and shared it with so many other colleagues.

In attempting to follow their inspiring examples, I have found informal ways to enjoy many of the rewards of our profession, including working with graduate students and hosting seminar-like reading groups.

Informal Opportunities
Working as an academic advisor at a teaching university is far from our profession’s concentric circles. So, I have tried to be vigilant for such opportunities to work with students on history of science as come my way with full knowledge that it will be at institutional margins. When interesting people cross my path, I am curious to know what they want to know and offer my knowledge and experience to the collaboration.

Graduate Students: Peter and Nuala
Through serendipitous contacts I have so far had two wonderful opportunities to work with graduate students outside my institutional home.

Peter Mickulas posted an inquiry on a history listserv as he began his Ph.D. research on the history of the New York Botanical Garden. Someone kindly mentioned my own work and
Finding Informal Opportunities for Our Work, cont.

a Webster friend told me about the exchange. As I recall, I wrote Peter directly and offered to help. This led to me becoming an outside reader on his Rutgers committee, and we have enjoyed a friendship since that time, a friendship that has included collaborations on writing projects (including this essay) and on conference panels.

Peter’s own career has been decidedly “polycentric.” After the New York Botanical Garden Press—with Betty Smocovitis’ enthusiastic editorial support—published his dissertation (Mickulas 2007) he worked as a public historian for the State of New Jersey and did historical research for an archaeological consulting firm before becoming an editor for Rutgers University Press.

Nuala Caomhanach is transitioning to history from a biology Ph.D. program at the University of Missouri-St. Louis that is associated with MBG. She is working on the role of St. Louis as a botanical center in the 19th century with, among others, Peter Raven, the Garden’s President Emeritus. Raven had mentioned her to my friend Peter Hoch who told me about her. As with Peter Mickulas, I wrote Nuala immediately, volunteering to help. I know the outlines of her research story through my own work on the MBG, but I can contribute some translation between biology and history as a welcoming member of our tribe as she learns our customs and practices.

Informal Reading Groups

While I have taught formal history of science courses occasionally (most often one usually titled “Darwin’s Evolution”), my most rewarding work as a teacher has been through informal reading groups. They began with a couple of students who did not want my first formal class to end. We kept a fairly regular reading group going for a couple of years, and I had a trusty seminar with which to explore ideas. Subsequently, I have found an interesting array of students—in succession, a pre-med student, a creative writer, an Irish graphic artist/management student—to work with, often through my role as academic advisor as students discussed general education requirements. These students’ varied perspectives have helped deepen my appreciation of defining texts.

Sam Zibit and Lifelong Learning

Perhaps the most intriguing fellow learner though was Sam Zibit who was 93 when we met. He had attended some sessions of Gar’s University College class at Washington University and had asked him to help on a class for the Lifelong Learning Institute, also associated with University College. Of course, Gar was too busy and probably so was I, but I called Sam and joined him and other retirees at the Lifelong Learning Institute for 8 weeks worth of 2-hour classes on Darwin and the Beagle (Moorehead 1969). Moorehead’s book was a dated but acceptable enough introductory text for the large class of retirees (I was trying to prod them into reading Darwin’s books), and Sam insisted on an enjoyable, rigorous preparation delving into more recent and serious scholarship.

Sam had studied biology at City College of New York in the mid-1930s, but did not go into medicine as so many of his classmates did. He was involved in the formation of the Social Security Administration and managed the Jewish Home for Aged in St. Louis. He was fascinated by my interest in the Evolutionary Synthesis and wished somebody had told him that such exciting things were happening when he was a student (Theodosius Dobzhansky gave his Jesup Lectures on “Genetics and the Origin of Species” just after Sam had graduated). Sam told me that he wanted to be a biologist again and our discussions offered him that chance.

The Beagle class went well enough, but I gained more from our friendship and ongoing discussions. They were another rich opportunity for me to engage with another serious reader. Later, I visited him each week before going to teach a version of the Darwin class at Washington University’s University College. In a meaningful sense, he was my teaching assistant. I continued to visit him as his health declined even though the discussions were more and more his reminiscences about studying biology than about biology itself. I stuck around for those last six months figuring...
I would learn much about living as I watched his world contract. And I did, up until his quick but not surprisingly death at age 95.

The Missouri Botanical Garden
Besides the wonderful faculty I assembled for my Union Institute graduate program, I also found an institutional niche at the Garden. The Ewan Collection and the MBG Archives were my primary resources, but so were the people. The Ewans’ Tuesday Lunches were an institution when I joined them at the Garden’s Museum Building, but they quickly became seminars of a sort and the other regulars (Doug Holland, Mike Long, and Alan Whittemore especially) were wonderful classmate substitutes (Kleinman 2000). Those lunches continue occasionally now, 13 years after their founders—Joe and his wife and collaborator Nesta—left St. Louis, and remain stimulating opportunities to test ideas and share scientific and historical work.

As a historian, I was not close to the typical Garden graduate student, but I have found broadly interested scientists—first Joe Ewan, then Alan Whittimore, now Peter Hoch—to ground my work in solid science. So, first as a National Science Foundation post-doctoral fellow in 2000-2001 and now as a long-standing Research Associate, the Garden is an institutional home. But, as with my graduate school, day job, and teaching opportunities, it is an opportunity I have adapted and crafted to my own needs and interests.

Conclusions
It was not my intention on returning to academia to find my niche as an academic advisor, and it is not a job one even knows enough about to aspire to it. But it is rewarding work that suits me. Advising affords me the opportunity to have meaningful discussions with students about their educations—without the specter of grades interfering. My history of science background helps me understand and share the fascination of the sciences and humanities and has given me experience with finding unique ways to combine other wide interests and perspectives. Though I am not in a traditional place in academia, I can do our work in gratifying ways as I proceed with my own version of a career in the history of science. It certainly does not fit the old model of our profession as concentric circles emanating from our PhD programs. But I am part of “a social and intellectual network with many centers and many levels, all connected by our shared commitment to advancing our subject.” (Nyhart 2012)

I have joined networks through doors opened for me by Gar and Betty. And from these two scholars and Joe Ewan and John Greene, I have learned the even deeper lesson of being generously interested in others. That openness has allowed me to take advantage of opportunities—some traditional, most informal—to engage broadly the valuable ideas that enrich our community. I have aspired to bring some of these scholars’ breadth, depth, empathetic communication skills, and ability to amplify the work of others through collaboration to my own teaching, formal and otherwise. I strive to be interested.

To take up Lynn Nyhart’s challenge for a “History of Science Unbound,” we should draw on the rich and varied careers in which we find ourselves. For myself, emulating my mentors’ generous spirits has unbound me as a historian of science and given me a way to forge an interesting, rewarding, and, yes, quirky career.

References
In this feature, readers will have a chance to hear about new approaches to teaching the history of science. In this inaugural offering of the new series, Kristin Johnson, a historian of biology, and Ariela Tubert, a philosopher specializing in ethics, report on their new team-taught course on Evolution and Ethics. The editor of the column actively solicits and will be delighted to receive suggestions for future pieces; please contact Jim Evans (jcevans@pugetsound.edu).

Adventures in Co-Teaching History and Philosophy: Evolution and Ethics

Kristin Johnson (University of Puget Sound) and Ariela Tubert (University of Puget Sound)

Amid the hectic days of one’s first years teaching an intensive load at a liberal arts college, meeting a similarly stressed colleague in the hallway between classes can make the difference between becoming overwhelmed by the minutiae of day-to-day teaching, and feeling part of something larger than the detailed success or failures of a particular lecture. One day a few years ago, we met each other between classes and, upon interrogating each other as to our mental states the first week of term, happened upon the fact that we had just given diametrically opposed lectures to our students. One of us (the historian, of course) had been lecturing her Science and Religion class on the fact that their task would be to emphasize descriptive analyses of ideas and their contexts, rather than making normative evaluations of arguments. The other (the philosopher, of course) had been lecturing her Science and Religion class on the fact that their task would be to emphasize normative arguments rather than descriptive analysis. “We should teach a Connections class!” we concluded, in one of those moments that reinvigorate the big ideas of what a liberal arts education is all about.

The Connections courses at Puget Sound are a central part of the college’s core curriculum, designed as a capstone experience that brings students from various majors together for an interdisciplinary experience. Often co-taught, they are also widely seen as one of the most challenging courses to teach. Students must take a Connections class to graduate, and, since the topics often relate only tangentially to the courses in which they have been immersed as majors for at least two years, one can easily be faced with a classroom of 22 students (44 if it is co-taught) wondering why they have to take this course. It is also a place where identities come under threat, as a cadre of well-indoctrinated science majors comes face to face with a dozen humanities students, and vice versa. These identities, formed through the disciplinary work in their majors, mean a lot to many students, and Connections classes are designed to break those identities down and return students to the complex nature of the real world by encouraging them to move beyond disciplinary boundaries.

Ideas inspired in such hallway meetings tend, of course, to be forgotten by the end of a busy day. But something kept the idea going, perhaps because we also hit upon a fun course idea about which we could both become excited, namely, the topic of evolution and ethics. We also received support from the powers-that-be, in the form of a curriculum grant that permitted us to spend a summer planning readings, discussions, and lectures together. We read with specific goals in mind, namely to pin point the key “big ideas” and “central questions” we would like to focus on, both for the course as a whole and the specific units within the course, and to make sure we canvassed a wide number of disciplinary approaches to the topic. This administrative support for our endeavor to create a new, interdisciplinary course was absolutely crucial. In our discussions we were able to experience (and practice) in microcosm what we hoped to bring to the course as a

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whole, namely how scholars trained in two different disciplines often bring quite different questions and responses to particular readings and topics. We got to experience how controversial much of this material is, and practiced crossing our disciplinary boundaries through careful listening and attentive conversation. We were able to see how differently we read texts, and discuss how our disciplinary training has influenced such differences. This also helped us think about what assumptions we might bring to both the reading and the course that may need to be made clear to students so that they can better navigate the interdisciplinary nature of the course, this university, and indeed, the world.

In the end, the course description read as follows: “This course provides students with an interdisciplinary framework from which to understand and study debates about the ethical implications of evolutionary theory. Drawing on historical and philosophical approaches, the course examines the effects of the theory of evolution on ethical theories. We explore a mix of descriptive and normative questions, alternating throughout the course between historical and modern case studies such as theories about the evolution of race and sex differences, group selection, altruism, and aggressive behavior. Students are asked both to examine the historical context of previous responses to these issues, and to think about the normative implications that may or may not result from different interpretations of the conclusions of evolutionary biology.”

We framed the course based on the conversation that had originally inspired the idea of our doing a course together: the course would use a mix of descriptive and normative questions. In practice, this created a natural division of labor that, we hope, helped students navigate what they were expected to think about when the historian was in charge, and how they were expected to approach the topics when the philosopher was in charge. The historical side of the course asked students to develop an understanding of how questions regarding evolution and ethics have been addressed in the past, asking questions like: Within what historical contexts have people looked to evolution as a source of ethical norms? Who began the search for an evolutionary basis for ethics and why? What was Charles Darwin’s response to the problem of the evolution of ethics in *The Descent of Man*, and how did his approach compare to others who endeavored to determine the implications of evolution theory for ethics? What methodological debates have taken place amid attempts to use evolutionary theory as a basis for understanding both the source of ethical norms and as a normative guide? And finally, what social interests have motivated attempts to develop evolutionary theories of ethics, from disciplinary competition to political stances?

The examination of the normative implications of evolutionary accounts of morality used a selection of the following questions in order to help students analyze evidence for and implications of evolutionary explanations of moral practices: If morality is selected for, does this vindicate morality? Or does it undermine morality’s role? Is it possible to derive any normative conclusions from evolutionary claims? What sorts of observations of behavior in animals have been made that might be precursors to morality? Could we explain the development of reciprocal altruism by evolutionary models of repeated Prisoner’s Dilemmas? Are there evolutionary explanations of commitment? How might evolution have shaped a “sense of fairness”? What role do norms play in the development of morality? What is punishment and what role does it play in supporting moral behavior? What role has group behavior played in evolutionary processes? Can evolutionary theory explain the existence of psychopathic individuals—individuals who violate the rights of others without guilt or remorse?

In an effort to pepper this challenging material with animated discussion and ensure the relevance of the material to students who may not have come with an intrinsic interest in the topic, we decided early on to include discussions of theories regarding the evolution of race and sex differences, and debates over group selection, altruism, and aggressive behavior as central case studies that could be examined from both historical and philosophical perspectives.

Upon moving from the planning stage to the classroom (we have taught the course twice now), we were ultimately not able to avoid the problem of students’ disciplinary commitments. These are
Adventures in Co-Teaching History and Philosophy, cont.

strong even at a liberal arts campus where one would expect them the least. Our efforts to model mutual respect and take each others’ approach seriously, even when we disagreed, did not always transfer into the minds and mannerisms of the students. Our course description, proposal, and syllabus were all, of course, composed at our desks without three dozen students sitting before us. Translating the course description and its aims, including the aims of the Connections Rubric, has been challenging, frustrating, entertaining, and edifying—we have learned a great deal from our interactions with each other, with the students, and with the material. But frankly, after all the cerebral choice of texts, our work often seemed overshadowed by the constant challenge of first, going beyond their commitment to a particular disciplinary approach, and second, getting the students to do the reading (an informal survey of the last run—and a large dose of honesty on the students’ part—revealed that they averaged less than 50% of the reading. Insert expletive of choice here).

The readings for the course were drawn from a variety of texts, both historical and contemporary. The first part of the course included excerpts from primary sources like Darwin’s *Origin of Species* and *The Descent of Man*; selections from Hobbes’ and Hume’s writings on self-love and the moral sentiments which served as precursors to the discussions of evolutionary ethics developed in the nineteenth-century; selections from Herbert Spencer, Thomas Henry Huxley, Francis Power Cobbe providing support or opposition to the idea of an evolutionary ethics; and selections from work by Nietzsche and G.E. Moore exemplifying further reactions to and critiques of the work by Darwin and Spencer. In addition, we read large selections from two secondary texts: Bradie’s *The Secret Chain* and Farber’s *The Temptations of Evolutionary Ethics*. These texts helped us connect the primary sources to each other, and highlight some themes—like the notion of human nature—that come up repeatedly in the texts mentioned above. The second part of the course included readings from Wilson’s *On Human Nature*, Singer’s *The Expanding Circle*, de Waal’s *Primates and Philosophers*, and Dennett’s *Freedom Evolves* as well as shorter pieces providing historical background or philosophical critiques and defenses of these works.

Our treatment of Wilson’s *On Human Nature*, for example, started with historical background to Wilson’s *Sociobiology*: what may explain the strong reactions to the text and the motivations Wilson may have had for writing the book. In addition to trying to understand the historical circumstances that surround Wilson’s work, we proceeded to examine his arguments with care and to look at the consequences his claims may have. We ended by considering critiques of Wilson’s work including that developed by Peter Singer in *The Expanding Circle*—encouraging students to form their own opinions about Wilson’s work and to defend those opinions with strong arguments. The different approaches that philosophers and historians bring to the table were explicit as we worked through this text, allowing students to gain a more thorough picture of the work than they could have if only one of us had been teaching the course.

The material for the course was extremely interesting and the discussions that resulted were fascinating both to us and the students. Nonetheless, putting this course together and teaching it was very time consuming and challenging as we inevitably had to delve into literature and issues that we were only partially familiar with before. We also found that some of the most fascinating issues required some complex philosophical concepts or historical background that most students in the class—who had little or no background in philosophy or history—were lacking. We often found ourselves coming to class thinking that we would be able to jump right into a discussion of a certain issue but realizing that there were a lot of background knowledge and assumptions that the students did not have so we had to slow down and take a number of small steps to reach the discussion that we were hoping to focus on. We now have a better sense of where students are starting at and we look forward to adjusting the course material and assignments accordingly next time we teach the course. This reaction from a student in a course evaluation exemplifies the spark that some of our best discussions were able to achieve “I found myself having many debates with my friends outside of class on the subject, and I expect them to continue.”
Dissertations in the History of Science and Medicine

The most recent dissertations pertaining to the history of science and medicine from the August 2010 volumes of Dissertation Abstracts can be viewed at http://www.hsls.pitt.edu/guides/histmed/researchresources/dissertations/index_html. Repeat visitors will notice a change in formatting—this is the new ProQuest platform—so there are no more short versions but the abstracts do give you all the bibliographic information that you will need.

Go Ask A.L.I.C.E: Turing Tests, Parlor Games, & Chatterbots

“Can machines think?” This was the question Alan Turing posed in his influential 1950 paper, “Computing Machinery and Intelligence.” In order to answer this question, Turing proposed a parlor game in which an interrogator would converse with two individuals, trying to determine which was the human and which the computer. If the interrogator mistook the computer for the human, that computer could be said to “think.”

This exhibit explores the strange afterlife of the Turing Test as it has circulated in popular, scientific, and commercial cultures. It reexamines elements of Turing’s own interactions with humans and machines, later imaginations of thinking machines, as well as a famous attempt to translate Turing’s parlor game into a real test of artificial intelligence: the Loebner Competition. Visitors to the exhibit will be invited to act as the interrogator in an instantiation of a Turing Test featuring the AI program A.L.I.C.E. Turing’s elegant formulation of the problem of machine thought is here refracted into a complex array of relationships between humans and machines.

Financial support for this exhibition was generously provided by the David P. Wheatland Charitable Trust. Curated by Sophia Roosth, Stephanie Dick, and James Bergman. Collection of Historical Scientific Instruments, Harvard University. 11 September to 20 December, 2012. Monday–Friday, 9 a.m.–5 p.m.

Science in Print, Essays on the History of Science and the Culture of Print

The University of Wisconsin Press is pleased to announce the publication of Science in Print: Essays on the History of Science and the Culture of Print edited by Rima D. Apple, Gregory J. Downey, and Stephen L. Vaughn and foreword by James A. Secord.

Science in Print is a wide-ranging exploration of the historical relationship between print culture and the production of scientific knowledge. Ever since the threads of seventeenth-century natural philosophy began to coalesce into an understanding of the natural world, printed artifacts such as laboratory notebooks, research journals, college textbooks, and popular paperbacks have been instrumental to the development of what we think of today as “science.” But just as the history of science involves more than recording discoveries, so too does the study of print culture extend beyond the mere cataloguing of books. In both disciplines, researchers attempt to comprehend how social structures of power, reputation, and meaning permeate both the written record and the intellectual scaffolding through which scientific debate takes place.

Science in Print brings together scholars from the fields of print culture, environmental history, science and technology studies, medical history, and library and information studies. The book paints a picture of those tools and techniques of printing, publishing, and reading that shaped the ideas and practices that grew into modern science, from the days of the Royal Society of London in the late 1600s to the beginning of the modern U.S. environmental movement in the early 1960s. Publication of this volume has been made possible, in part, through generous support from the following departments and units at the University of Wisconsin–Madison: the General Library System; the School of Library and Information Studies; the School of Journalism and Mass Communication; and the Robert F. and
CHFM Obtains G. Gayle Stephens, M.D. Collection

The Center for the History of Family Medicine (CHFM) has obtained a significant new donation in the form of the papers of G. Gayle Stephens, M.D. Widely regarded as one of the pioneering leaders in the specialty, Dr. Stephens was the founding director of one of the nation’s first Family Practice residency programs in Wichita, Kansas, and was instrumental in the formation of a residency program at the University of Alabama in Huntsville.

A prolific writer and recognized scholar in the specialty, Dr. Stephens’ 1982 book *The Intellectual Basis of Family Medicine* has been hailed by many as one of the most influential works on Family Medicine ever written. According to family physician and Family Medicine scholar Dr. Joseph E. Scherger, “the history of family practice has been chronicled by many writers, notably John Geyman and Robert Taylor, but the clearest description of the theoretical basis of the new specialty belongs to Gayle Stephens. Always a humble man from Kansas who counted his blessings as a witness to history, Gayle became the towering voice for family practice as a reform specialty within medicine.”

The G. Gayle Stephens, M.D. Collection at CHFM consists of approximately four linear feet of material relating to Dr. Stephens’ career and service in Family Medicine, and includes correspondence and professional papers, published and unpublished works, speeches, awards and other materials. His collection also includes files related to his work establishing residency programs in Wichita and Huntsville.

The donation, a generous gift to the Center from Dr. Stephens, is one of the most significant major collections from a past leader in the specialty to be donated to the Center in its more than two decades of operation. “As one of the premier leaders in the specialty, we are very excited to receive the papers of Dr. Stephens and include them in our permanent collections,” said CHFM Manager Don Ivey. “I cannot emphasize enough how important preserving these papers will be to the future; in fact, I don’t believe that we could truly tell the story of the history of the specialty of Family Medicine in America without them.”

Housed at AAFP headquarters and administered by the AAFP Foundation, the Center for the History of Family Medicine serves as the principal resource center for the collection, conservation, exhibition and study of materials relating to the history of Family Medicine in the United States. For more information on the Center, please contact Center staff via telephone at 1-800-274-2237 (ext. 4420 or 4422), via fax at (913) 906-6095, via e-mail at chfm@aafp.org, or visit our web site at http://www.aafpfoundation.org/chfm.

National Humanities Alliance Names New Executive Director

Stephen Kidd has been named Executive Director of the National Humanities Alliance (NHA), a coalition of more than 100 humanities organizations and institutions from around the country committed to advocacy for the humanities (HSS is a coalition member). Kidd comes to the Alliance most recently from the Smithsonian Institution, where he served as Director of the Smithsonian Folklife Festival and Associate Director of the Center for Folklife and Cultural Heritage. Kidd’s appointment as Executive Director of the National Humanities Alliance became effective 4 September 2012.

Michael Brintnall, President of the NHA, said that the Alliance is delighted to bring on Stephen as the new director. He said, “Stephen Kidd stands out as a scholar with a practiced understanding of the connections between humanities scholarship and public life. He comes to us with experience and with respect from all of the constituencies important to our mission, and with a driving commitment to the values we share about how advancing the humanities can advance the common good.”
Throughout his career, Kidd has focused on bringing humanities scholarship to both broad public audiences and policymakers. As Director of the Smithsonian Folklife Festival, he managed one of the largest public humanities events in the United States. Known as the Smithsonian’s museum without walls, the Festival presents three major, research-based thematic exhibitions on the National Mall during a two-week period each summer. The Festival draws more than one million visitors per year with an annual budget of $5 million. As Director, Kidd forged partnerships with ministries of culture, institutions of higher education, museums, and community-based organizations; represented the Festival’s interests on Capitol Hill; raised millions of dollars in funds from diverse sources; oversaw research committees; and represented the scholarship of the exhibitions to a wide range of audiences. Kidd said, “I am looking forward to working with our members involved in research, education, preservation, and public programs to make the case for increased support during these challenging times.”

Kidd graduated from the University of Pennsylvania with a B.A. in American History and minor in English. He received M.Phil. and Ph.D. degrees in American Studies from George Washington University. He also studied Irish history and literature at University College, Galway, Ireland. Stephen and his wife Nancy live in Maryland with their two children.

A New Permanent Exhibit at the Lloyd Library and Museum

“The George Rieveschl, Jr. History of Pharmaceutical Chemistry Exhibit” is LLM’s new permanent exhibit. It features a patented Lloyd Cold Still built in Cincinnati and used at the University of Michigan and at AYSL Corporation; significant components of the Soxhlet extractor used by Drs. Monroe Wall and Mansukh Wani to isolate the anti-cancer drug Taxol® at the Research Triangle Institute in North Carolina; and, culminates with a look at the anti-allergen drug, Benadryl® and its creator, local Cincinnati scientist and philanthropist, George Rieveschl, Jr. The exhibit also includes smaller historic pharmaceutical and chemical equipment from local companies Lloyd Brothers, Pharmacists, Inc. and Benet’s Pharmacy.

This exhibit was made possible through the generous support of: The George Rieveschl, Jr. Book Fund; American Chemical Society-Cincinnati Chapter; American Society of Pharmacognosy Foundation; Elizabeth Wakeman Henderson Foundation, AYSL Corporation, Research Triangle Institute; LLM’s Friends and Donors; Anonymous, Camden Foundation, In Memory of the Grabowski Family; Brian Hanson; and Benet’s Pharmacy.

In conjunction with the opening of this exhibit is a rare books exhibit “The Magic and Myth of Alchemy,” which runs through 17 November 2012. The featured historical texts on alchemy illustrate how the discipline helped develop the modern chemistry laboratory and fostered the scientific methods and pursuit of miracle cures that have aided in the development of today’s pharmaceutical chemistry.

LLM, located at 917 Plum Street, downtown Cincinnati, is a local and regional cultural treasure. The library was developed in the nineteenth century by the Lloyd brothers—John Uri, Curtis Gates, and Nelson Ashley to provide reference sources for Lloyd Brothers Pharmacists, Inc., one of the leading pharmaceutical companies of the period. Today the library is recognized worldwide by the scientific community as a vital research center. The library holds, acquires, and provides access to both historic and current materials on the subjects of pharmacy, botany, horticulture, herbal and alternative medicine, pharmacognosy, and related topics. Although our collections have a scientific focus, they also have relevance to humanities topics, such as visual arts and foreign languages through resources that feature botanical and natural history illustrations, original artworks, and travel literature, thereby revealing the convergence of science and art. The Lloyd is open to anyone with an interest in these topics. Free parking is available for patrons and visitors behind the library building. For more information, visit the Lloyd website at www.lloydlibrary.org.
**Bateson and Darlington Blog**
Following a grant from the Wellcome Trust, the John Innes Centre has established a project to produce on-line catalogues of some of its major archive collections. The JIC archives date back to before the foundation of the original John Innes Horticultural Institution at Merton in 1910. The archives of two key figures in the development of genetics science, William Bateson (1861-1926) and Cyril Darlington (1903-1981), both Directors of the JIHI, are the focus of the Project. A blog has been set up to provide information about the Project and to highlight letters and papers of significant interest. The blog address is http://archives.jic.ac.uk/

**New Searching Capabilities for Online Oral Histories**
Niels Bohr Library and Archives staff have just added an important new search feature to AIP’s online oral histories. Users can now search for any word they wish to find across all of the online transcripts. This enables researchers to more easily locate interviews that pertain to their area of research. For example, someone researching the “atomic bomb” will find 158 interviews (out of about 770 online) that mention this term somewhere in the interview. Similarly, there are 37 hits for “star wars,” and six for “Higgs.” The search results are sorted by relevance, so interviews with more occurrences of the search term will appear at the top of the search results. Staffs continue to add transcripts to the website on a regular basis and have added audio clips for Bryce S. DeWitt, John Bardeen, Richard Garwin, and others. Of note—the Richard Feynman interview, added to the online collection in March, has quickly become the most popular of all our online oral histories. For further information, visit http://www.aip.org/history/ohilist/transcripts.html.

**Plenary Lectures from the 14th Congress of Logic, Methodology and Philosophy of Science are Available Online**
The plenary lectures from the 14th Congress of Logic, Methodology and Philosophy of Science, held in Nancy, France, 19-26 July, 2011, are now online at http://www.clmps2011.org/index.php?id=13
They are classified by days and include: Opening ceremony, Wilfrid Hodges, DLMPS, “Tarski’s vision and ours”; Huw Price, “Retrocausality—what would it take?”; Philippe Mongin, “What the decision theorist could tell the Bayesian philosopher”; Marco de Baar, “Engineering technical artifacts and scientific instruments”; Jeremy Gray, “The soul of the fact: Poincare and proof”; and Dag Prawitz, “Is there a general concept of proof?”.

When possible, presentation slides were inserted in the videos. Please also note that a small photos gallery is available, presenting a few Congress pictures, and a virtual exposition of twenty three Congress participants’ portraits, accompanied with their comments on their work and the Congress.

**Project for Popularizing the History of Science**
With the 150th anniversary of Darwin in 2009, a project was begun that consisted of the publication of comic books for children that explored the activities of scientists of the past. The goal was not to focus on the usual topics but rather to place the scientific activity in its historical context, using works and biographies written by professional historians of science. Unfortunately, funding originally planned by the Spanish Council for Scientific Research could not be secured due to economic conditions. Thus, the editorial board of the project is trying to carry on with the project and is searching for economic support to print and distribute the works. The idea is to begin the series with an issue on Darwin, followed by books on Galileo, Newton, Marie Curie, etc. For those willing to collaborate, please see the following links:
- http://www.lanzanos.com/proyectos/darwin-la-evolucion-de-la-teoria/
- http://coleccioncientificos.blogspot.com.es/
NEWS FROM THE PROFESSION

NSF Moves Programs Out of the Office of the Director

According to the Consortium of Social Science Association’s “Washington Update,” National Science Foundation (NSF) director Subra Suresh announced a small reorganization on September 6. The move streamlines the Office of the Director. The Office of Cyberinfrastructure moved into the Computer Information Science and Engineering Directorate. The Office of Polar Programs will now reside in the Geosciences Directorate. The Office of Integrative Activities and the Office of International Science and Engineering will become one office.

CHF Announces New Fellows

The Chemical Heritage Foundation (CHF) in Philadelphia is very pleased to announce its 2012-2013 class of fellows. We are glad to welcome them, in our 25th year of awarding fellowships in the history of science, and are thankful to our almost 200 alumni who have made up our fellowship community over the past 25 years.

Cain Distinguished Fellow
(4 months in residence)
1. Jan Golinski (University of New Hampshire)

Long-Term Postdoctoral Fellows
(9-months in residence unless otherwise specified)
2. Laura Ann Kalba (Smith College), Edelstein Fellow: “Color in the Age of Impressionism: Technology, Commerce, and Art”
3. Mat Savelli (McMaster University, Canada), Haas Fellow: “A Comparative History of Psychopharmaceutical Print Advertising”
4. Adelheid Voskuhl (Harvard University), Doan Fellow (5 months): “Engineering as Institution: Technical and Technocratic Elites in Germany and the US, 1870 to 1935”

Long-Term Dissertation Fellows
(9 months in residence)
1. Ian Beamish (Johns Hopkins University), Haas Fellow: “Saving the South: Printing Agricultural Improvement in the American South, 1820–1865”
3. Joel Klein (Indiana University), Edelstein Fellow: “Chymistry, Corpuscular Medicine, and Controversy: The Ideas and Influence of Daniel Sennert (1572–1637)”

Short-Term Fellows
1. Andrew Butrica (Independent Scholar), Doan Fellow (2 months): “Jean-Baptiste Dumas: Promoter of Chemical Industry”
2. Ari Gross (University of Toronto, Canada), Allington Fellow (3 months): “Structure and Spatiality: Chemical Diagrams and Models and the Birth of Stereochemistry”
5. Max Liboiron (New York University), Allington Fellow (2 months): “Transforming Pollution: Ocean Plastics and Body Burdens”
6. Catherine Price (Freelance Journalist), Société de Chimie Industrielle Fellow (3 months): “Fortified: The Secret Science of Food”
7. Ann Robinson (University of Massachusetts, Amherst), Herdegen Fellow (1 month): “Creating a Symbol of Science: The Standard Periodic Table of the Elements”
8. Ellan Spero (MIT), Allington Fellow (3 months): “Production and Place, Textile Science and Education in a Technological Landscape”
**Member News**

**Emanuela Appetiti** and **Alain Touwaide** (both at the Smithsonian National Museum of Natural History) have been appointed by the board of trustees as members of the newly established Honorary Advisory Board of the Lloyd Library and Museum in Cincinnati, Ohio.

**Robert Bud** (The Science Museum, London) has been appointed the 27th Sarton Chair for the History of Science at the University of Ghent (Belgium). See page 16 for the full announcement.

**Jared Buss** (University of Oklahoma) has been awarded the 2012-2013 HSS Fellowship in the History of Space Science, supported by the National Aeronautics and Space Administration (NASA) History Division. The fellowship funds a nine-month-long research project that is related to any aspect of the history of space science, from the earliest human interest in space to the present. The program is broadly conceived and includes the social, cultural, institutional and personal context of space-science history. The fellowship supports Buss’s dissertation research, focused on the work and world of the science writer and space promoter Willy Ley. Because Ley wrote many pieces on natural history as well as on space, the dissertation incorporates literature on natural history and nature writing, and on Romantic values in science.

**Jamie Cohen-Cole** has joined the American Studies Department at George Washington University as an assistant professor in history of science.


**Bernard R. Goldstein** (University of Pittsburgh) and José Chabás have just published *A Survey of European Astronomical Tables in the Late Middle Ages*. Leiden: Brill, 2012.

**Matthew H. Hersch**’s (University of Pennsylvania) book, *Inventing the American Astronaut*, is forthcoming in October from Palgrave Macmillan. The book is based on his dissertation research which was completed while he was an HSS/NASA Fellow in the History of Space Science during 2009–2010. For more information about the book, visit [http://us.macmillan.com/inventingtheamericanastronaut/](http://us.macmillan.com/inventingtheamericanastronaut/).

**Christine Manganaro** has been appointed an assistant professor in history of science at the Maryland Institute College of Art.


**Don O’Leary**’s *Irish Catholicism and Modern Science: From “Godless Colleges” to the “Celtic Tiger”* (Cork, Ireland: Cork University Press, 2012) was recently published. He is also the author of *Roman Catholicism and Modern Science: A History*.

**Michael A. Osborne** (Oregon State University), was honored as a co-recipient of the Berendel Foundations Cantemir Prize for intercultural humanism for an article co-authored with Richard S. Fogarty entitled “Eugenics in France and the Colonies,” pp. 332-46, in P. Levine and A. Brashford, eds. *Oxford Handbook of the History of Eugenics* (2010). He was also awarded a Visiting Director of Research post at the École des Hautes Études en Sciences Sociales for 2011–2012, and is currently Senior Fellow at the Aix-Marseille Institute for Advanced Study, 2011–2013.
**Member News**

Richard Oosterhoff (University of Notre Dame) has been named as a Graduate Fellow at the Notre Dame Institute for Advanced Studies. His project title is “The Secrets of Numbers in the Circle of Jacques Lefèvre d’Étaples: Mathematics and Print in the Northern Renaissance.”

Selected papers of John Parascandola (University of Maryland) on the history of modern pharmacology and drug therapy have been published recently by Ashgate Publishing in their Variorum series of collected papers. The book brings together nineteen of Parascandola’s most important papers on these subjects. It is titled *Studies in the History of Modern Pharmacology and Drug Therapy* (Ashgate Variorum, 2012) (Variorum Collected Studies Series: CS991). For further information see https://www.ashgate.com/default.aspx?page=637&calcTitle=1&title_id=10185&edition_id=10501.

Marc Rothenberg (NSF) has been elected President of the Society for History in the Federal Government for 2012-13. Congratulations Marc!

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**Sarton Chair 2012 awarded to Prof. Robert Bud (The Science Museum, London)**

The University of Ghent (Belgium) announces that on 22 November 2012 the 27th Sarton Chair for the History of Sciences, will be accorded to Prof. Robert Bud, Keeper of Science and Medicine of the Science Museum in London.

George Sarton (1884-1956), one of the founding fathers of the history of science as an academic discipline, was an alumnus of Ghent University. In 1912, one year after his graduation in physics and mathematics, he wrote to a friend: “J’ai décidé de vouer ma vie à l’étude désintéressée de l’histoire des sciences.” He established two leading journals in the field (*Isis* in 1912 and *Osiris* in 1934) and was influential in founding the History of Science Society.

In 1984, at the centenary of Sarton’s birthday, Ghent University decided to establish a Sarton Chair of History of Science. Each year the Sarton committee, consisting of representatives of the faculties of Ghent University, selects the Sarton chair holder and the Sarton medalists. The Sarton chair holder and the medalists are invited to lecture on the history of science in the faculties of the university. The lectures are published in the annual journal *Sartoniana*. The academic session takes place in the University Hall, at 4 p.m. The title of Prof. Bud’s lecture is “Remaking ideas about science in public: The cases of biotechnology, penicillin and applied science in the twentieth century.” Further information is available at www.sartonchair.ugent.be.

**HSS’s Newest Interest Group—Physical Science Forum**

The organization meeting of the newly formed Physical Science Forum will be held during the HSS Annual Meeting on Friday, November 16 from noon to 1:15 p.m. at the conference hotel in San Diego (details will appear in the program). All those interested are welcome!

The Physical Science Forum’s focus will be to further scholarship in the history of the physical sciences as broadly understood, including but not limited to: physics; earth, space, and atmospheric science; astronomy; and materials science. It will help forge a more coherent community for those with a core specialty in these sub-fields with a particular emphasis on developing the connections linking these sub-fields and exploring their resonance with wider scholarship. The ultimate goals are: to foster generative dialogue and interaction within such a community for the sake of refining historiography and deepening historical insights; to maximize scholarly contributions to the
history of science; and to integrate historians of physical science more closely with the history of science community. The Forum will accomplish these goals and benefit the HSS and the profession by sponsoring HSS sessions and workshops, joint sponsoring sessions with other HSS Forums and Caucuses, and organizing social events at HSS meetings. For further information, contact Catherine Westfall at westfa12@msu.edu.

GECC and the Mentorship Program

The Graduate and Early Career Caucus (GECC) seeks to address the concerns and issues of graduate students and scholars in the early stages of their careers. As an official committee of the HSS, GECC offers a mentoring program and sponsors a session and social events at the annual meeting. The chairs and officers are graduate students and early career members of HSS, who act as liaisons between the standing committees of HSS and the student/early career constituency.

For HSS, and the Graduate and Early Career Caucus (GECC) in particular, the 2011 annual conference in Cleveland was an overwhelming success. The two sessions that GECC sponsored attracted large audiences, with standing room only if you came in late. The mixer for 4S, SHOT, and HSS graduate students and early career professionals was also extremely well attended, giving graduate students and early professionals in the three societies a chance to mingle in a relaxed and festive atmosphere. Thanks to all of you who bought raffle tickets in support of GECC; your purchases helped make our events a wonderful experience!

All of our events generated a lot of positive feedback, but perhaps our mentorship program produced the most effusive praise. Darryl Brock, a Ph.D. candidate at Fordham University who was paired with Dr. Stuart McCook (University of Guelph), commented that the mentorship experience was “successful beyond anything I could have imagined.” Dr. Sally Gregory Kohlstedt (University of Minnesota) met with her mentee, Jenna Tonn a graduate student at Harvard, for over two hours at the opening reception. As they discussed many of their intersecting topics at the reception, Dr. Kohlstedt was able to introduced Jenna to other historians who had related interests. At the same time, Dr. Kohlstedt said she received good insights in graduate student concerns that she could use to further student success as department head at the University of Minnesota. All in all, Dr. Kohlstedt said it was “a terrific experience.” Clearly, both mentors and mentees had valuable experiences in Cleveland this year. Scott Prinster, a graduate student at the University of Wisconsin who was paired with Dr. Richard Kremer (Dartmouth), perhaps said it best when he wrote afterwards “I hope that we’ll continue this program in the future, because my classmates are jealous that they didn’t sign up!” We certainly will, Scott! Special thanks to Rachel Mason Dentinger and Cera Lawrence for coordinating the mentorship program. If you are interested in being mentored or being a mentor at HSS’s meeting in San Diego, please contact hssmentorship@gmail.com for more information.

Be sure to stay in touch with GECC by following our webpage (hssgecc.wordpress.com) or liking us on Facebook (History of Science Society Graduate and Early Career Caucus). GECC leadership for 2012 has remained largely intact, with Nathan Crowe (co-chair), Melinda Gormley (co-chair), and Rachel Mason Dentinger (mentorship coordinator) all returning to serve another year. We are fortunate that Sandy Clark has agreed to serve as communications officer, and we are grateful to Matt White for his service in that position. If you have any questions, suggestions, or concerns, feel free to contact any of us through our GECC email, hss.gecc@gmail.com.
The STS Channel

For the past several months, HSS Council Member Carla Nappi, along with Patrick Slaney, a Ph.D. student specializing in history of science at the University of British Columbia, have been hosting the STS channel of the New Books Network. See http://newbooksincitechsoc.com/.

The list of interviews so far is here: http://newbooksincitechsoc.com/list/. The interviews are typically about an hour long and are in-depth discussions of each author’s book hosted by either Patrick or Carla. The interviews aim for a broadly interdisciplinary coverage of STS, but there is a strong weight toward history of science (especially taking into account the upcoming interviews for this fall, many of which are history-focused). Carla has also been hosting the East Asian Studies channel for the past year, which contains some good HoS-related interviews: http://newbooksineastasianstudies.com/list/.

Call for Resources: FHSAsia Pedagogical Resource for the History of Science, Medicine and Technology in Asia

The Forum for the History of Science in Asia (FHSAsia) is a special interest group of the History of Science Society that is devoted to the history of science, medicine, and technology in Asia, with all of those categories broadly and inclusively defined. The FHSAsia is in the process of compiling pedagogical materials to be hosted on the “Teaching Resources” section of our website. It can be very difficult to identify and access good materials to teach the history of science, medicine and technology as it relates to Asia, and this forthcoming FHSAsia resource is meant as a service that will help not just specialists in the field but also colleagues who would like to integrate more Asia-related pedagogical resources into their teaching of the history of science, medicine and technology. With that in mind, if you have materials that you would like to share please e-mail them to <carlanappi@gmail.com>. They will be compiled and uploaded over the next several months.

Resources might include:

- Syllabi
- Suggestions for primary or secondary source readings
- Sample assignments
- Links to useful web resources
- And, importantly, translations of primary source documents that you don’t mind sharing.

These materials will ultimately be posted at http://fhsasia.blogspot.com/. Please feel welcome to write with any questions or suggestions.
Tenured Associate/Full Professor in MIT Program in Science, Technology, and Society

MIT's Program in Science, Technology, and Society invites applications for a tenured associate or full professor position. The area of study is open to all domains of STS scholarship. Graduate and undergraduate teaching and advising are required. Interest in establishing scholarly connections at MIT beyond the STS Program is desirable. Candidates must demonstrate excellence in research, a record of effective teaching and thesis supervision, and leadership and service to the profession.

Candidates must hold a Ph.D. An extensive record of publication, research activity, and leadership are expected. The appointment is anticipated to begin in academic year 2013-2014. MIT is an Equal Opportunity and Affirmative Action employer and strongly encourages the applications of women and members of minority groups. Applications will be reviewed beginning 1 November 2012; the process will continue until the position is filled.

Assistant Professor, History of Technology, Innovation, and/or the Environment at Wright State University

The Department of History at Wright State University invites applications for a tenure-track position in the history of technology, innovation, and/or the environment; geographic field and time period are open. Candidates should hold (by 16 August 2013) a Ph.D. in history or relevant interdisciplinary area. The successful candidate will teach survey, upper-level, and graduate classes. Please submit a cover letter describing your research interests, teaching experience, and potential classes to be offered; a curriculum vitae; and a sample syllabus for a 4000-level class by 30 November 2012, for first consideration.

Materials must be submitted electronically to: https://jobs.wright.edu/postings/5673. In addition, please send 3 letters of recommendation to Professor Paul Lockhart, Chair, Search Committee, Department of History, Wright State University, Dayton, OH 45435. Wright State University is an Equal Opportunity Employer.

Assistant Professor, History of Technology, Innovation, and/or the Environment at Wright State University

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Postdoctoral Fellowship in Natural Resource Economics and Political Economy at the University of California, Berkeley

The S.V. Ciriacy-Wantrup Postdoctoral Fellowships in Natural Resource Economics and Political Economy will be awarded for the 2013-14 academic year to support advanced research at the University of California, Berkeley.

For the purposes of this fellowship, natural resources are defined broadly to include environmental resources. The fellowship encourages, but is not limited to, policy-oriented research. Applications are open to scholars from any social science discipline and related professional fields such as law and planning, who will make significant contributions to research on natural resource economics broadly defined. Preference will be given to proposals whose orientation is broadly institutional and/or historical, and which are conceptually and theoretically innovative. Proposals with a primarily statistical or econometric purpose are not eligible for consideration.

Application deadline is 10 December 2012. For more information, please visit: http://nature.berkeley.edu/site/ciriacy.php.

Tenure-Track Assistant Professorship in the History of Medicine at the University of Chicago

The University of Chicago’s Committee on Conceptual and Historical Studies of Science and the Department of History invite applications for a tenure-track assistant professorship in the history of medicine to begin in Autumn Quarter 2013. Applications are welcome from all areas of the history of medicine, but particularly twentieth-century medicine. In addition to courses in their special research areas, candidates should be prepared to teach general history of medicine and should have a good knowledge of the social and cultural environment in which medical theories and practices have developed. Chicago’s programs are quite interdisciplinary, and so candidates should be ready to interact with faculty and students from an array of different disciplines. Chicago values diversity among its students, staff, and faculty and strongly encourages applications from women and underrepresented minority scholars. Candidates must have a Ph.D. in hand by April, 2013.

Consideration of applications will begin on 15 October 2012 and continue until the application deadline of 15 December 2012. We intend to hold preliminary interviews at the History of Science Society Meeting, 15–18 November 2012. Application materials must be submitted online at the University of Chicago’s Academic Career Opportunities website at http://tinyurl.com/c8zz3fn.

Applicants must include a cover letter describing their competencies and plans, curriculum vitae, and a writing sample. Three letters of recommendation are also required and should be mailed to: Chair of the Search Committee, The Committee on Conceptual and Historical Studies of Science, The University of Chicago, 1126 E. 59th St., Chicago, IL 60637. Inquiries and questions may be directed to Robert J. Richards at r-richards@uchicago.edu. Early application is strongly recommended. The University of Chicago is AA/EOE.
D. Kim Foundation for History of Science of Technology in East Asia Offers 2013 Fellowship Awards and Grants

D. Kim Foundation for the History of Science of Technology in East Asia
From left to right: Shigehisa Kuriyama, Christopher Cullen, Dong-Won Kim, Angela K. Leung, Stuart W. Leslie and Takehiko Hashimoto.

The D. Kim Foundation for the History of Science and Technology in East Asia is pleased to offer several annual fellowship awards and grants for 2013. Established in 2008 the D. Kim Foundation is dedicated to furthering the study of the history of science and technology in East Asia since the start of the 20th century.

The Foundation provides fellowships and grants to encourage and support graduate students and young scholars in the field. Comparative studies of East Asia and the West as well as studies in related fields (mathematics, medicine and public health) are also welcome.

The Foundation also promotes the exchange and contact of people between the East and West, between old and young, or from different fields.

For more information, see www.dkimfoundation.org

Tenured Associate/Full Professor, MIT Program in Science, Technology, and Society

MIT’s Program in Science, Technology, and Society invites applications for a tenured associate or full professor position. The area of study is open to all domains of STS scholarship. Graduate and undergraduate teaching and advising are required. Interest in establishing scholarly connections at MIT beyond the STS Program is desirable. Candidates must demonstrate excellence in research, a record of effective teaching and thesis supervision, and leadership and service to the profession.

Candidates must hold a Ph.D. and an extensive record of publication, research activity, and leadership are expected. The appointment is anticipated to begin in academic year 2013-2014.

MIT is an Equal Opportunity and Affirmative Action employer and strongly encourages the applications of women and members of minority groups.

Applications should consist of a current curriculum vita, a statement describing current and future research plans, a statement of teaching philosophy, and the names and contact information of three suggested references.

To apply please visit: https://academicjobsonline.org/ajo/jobs/1916.

Applications will be reviewed beginning November 1, 2012; the process will continue until the position is filled.

Contact: Paree Pinkney, Administrative Officer ppinkney@mit.edu

Autrey Visiting Scholars

• Fellowships in any humanities & interdisciplinary field for one semester or one year terms
• Salary commensurate with rank and length of term
• Non-US scholars are encouraged to apply
• Applicants must hold a tenured/tenure-track position & have received the PhD no later than June 2010.
• Fellows teach one humanities course and participate in life of the center

DEADLINE: OCTOBER 29, 2012

For details and full calls, visit: http://hrc.rice.edu
### Jobs, Fellowships and Opportunities

#### 2013-14 Pembroke Center Postdoctoral Fellowships at the Pembroke Center, Brown University

In 2013-14, the Pembroke Center is awarding one-year residential postdoctoral fellowships to scholars from any field whose research relates to the theme of “Socialism and Post-Socialism.” Fellows are required to participate in a weekly research seminar and teach one undergraduate course.

Candidates are selected on the basis of their scholarly potential and the relevance of their work to the research theme. Recipients must have a PhD and may not hold a tenured position. Fellowships are awarded to postdoctoral scholars who received their degrees from institutions other than Brown University. Brown University is an EEO/AA employer. The Center strongly encourages underrepresented minority scholars to apply.

The term of appointment is July 1, 2013–June 30, 2014. The stipend is $50,000, plus a supplement for health insurance. For application information visit [https://secure.interfolio.com/apply/14921](https://secure.interfolio.com/apply/14921) or contact Donna_Goodnow@Brown.edu. The deadline for receipt of applications is 7 December 2012. Selections will be announced in March.

#### Arizona State University Visiting Graduate Training Program

Arizona State University visiting graduate student training program is now accepting applications for its January 2013 session. We will select a cohort of visiting graduate students to join our project for writing, editing, and digital humanities training as part of the Embryo Project, our large NSF funded digital humanities initiative. For this training program you need not specialize in history of embryology, but in any area of history of life sciences with a willingness to find points of contact and to learn.

Visitors must be graduate students in good standing at another university (domestic or international), with funding that covers your salary and health insurance. ASU will make you a visiting scholar and provide for local housing and transportation. Students should be in residence for 8 weeks, from mid January to mid March, and may request to stay the entire semester. Office space will make it easy for students to join the dynamic group of historians and philosophers of science at the Center for Biology and Society at ASU. In addition, all participants are welcome to join the History of Biology Seminar at the Marine Biological Laboratory in Woods Hole, which we hold annually as part of the new ASU-MBL HPS Program (though the seminar has been taking place for over 25 years).

Overall, the Embryo Project (EP) engages and connects researchers who aim to capture and investigate the history, science, and contexts of embryology and reproductive medicine in new ways. The EP combines scholarly research with the emerging field of digital humanities and the science of informatics. The primary result is the Embryo Project Encyclopedia, an online Open Access repository that grows weekly. The repository stores encyclopedia entries and interpretive essays, plus pictures, videos, timelines, and other types of objects related to the history of embryology. Remember, participants need not specialize in history of embryology, but just have a relevant interest that will make this focus appealing. This project is part of a cluster that also includes a focus on biodiversity, and we also welcome students interested in that area.

To express interest or for more information, please contact: Jane Maienschein (maienschein@asu.edu) or Nathan Crowe (nathan.crowe@asu.edu).
Jobs, Fellowships and Opportunities

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The Bakken Library Travel Grants 2013

Scholars and artists are invited to apply for travel fellowships and grants, which The Bakken offers to encourage research in its collection of books, journals, manuscripts, prints, and instruments documenting the history of electricity, magnetism, electrotherapeutics, electrophysiology, and related topics. The awards may be used to help defray expenses of travel, subsistence, and other direct costs of conducting research at the Bakken. Awards are intended for researchers who must travel to the Twin Cities and pay for temporary housing in order to conduct research at the Bakken. **Visiting Research Fellowships** are awarded up to a maximum of $1,500; the minimum period of residence is two weeks. **Research Travel Grants** are awarded up to a maximum of $500 (domestic) and $750 (foreign); the minimum period of residence is one week.

The next application deadline for either type of research assistance is 4 March 2013. For more details and application guidelines, please contact: Juliet Burba, Chief Curator, Phone 612-926-3878 ext. 217; E-mail burba@thebakken.org; www.thebakken.org

Hagley Library/Grants & Fellowships

The Center for the History of Business, Technology, and Society of the Hagley Museum and Library in Wilmington, Delaware offers grants and fellowships that may be of interest to HSS members. These include Hagley Exploratory Research Grants for visits of one week, as well as research fellowships lasting from up to eight weeks and dissertation fellowships lasting up to four months.

Applications for all grants now must take place through a web-based system that can be accessed through Hagley’s grants and fellowship page, [http://www.hagley.org/library/center/grants.html](http://www.hagley.org/library/center/grants.html). More information on the grants programs can be found on the web site and questions about grant procedures may be directed to Carol Lockman, clockman@hagley.org.

American Council of Learned Societies Fellowships

The 2012-13 ACLS fellowship competitions are now open. You will find updated and comprehensive information on the ACLS website: [www.acls.org/programs/comps](http://www.acls.org/programs/comps). The majority of competition deadlines are in October and November.

During the past year, ACLS awarded over $15 million to more than 320 scholars worldwide, making it a major source of support for humanistic scholarship in the United States. Fellows’ profiles, along with research abstracts, are accessible at: [www.acls.org/fellows/new](http://www.acls.org/fellows/new).

Come join the HSS in downtown Boston for the 2013 conference as we celebrate the 100th anniversary of ISIS, 21-24 November 2013.

Mark your calendars for HSS and PSA in Chicago, 5–9 Nov 2014.
**Upcoming Conferences and Events**

**Indiana University Workshop on the History of Biology**
In Honor of Fred Churchill, on the Occasion of his 80th Birthday
Department of History and Philosophy of Science, Indiana University, Bloomington
7–8 December 2012

Long-time Indiana University professor Fred Churchill and his many students have left deep marks on the history of biology, bringing issues in evolution, development, and heredity to the forefront, broadening the international coverage of the field through their research on Germany, the U.S., France, and Britain, producing critical editions of important primary sources, and doing invaluable service to the History of Science Society, the *Journal of the History of Biology*, and other institutions. On the occasion of Fred’s 80th birthday, friends and former students will gather in Bloomington on 7–8 December 2012 for a workshop on their current research in the history of biology. Speakers will include Garland Allen, Mark Borrello, Alice Dreger, Paul Farber, Jane Maienschein, Marsha Richmond, and Fred himself, who will give a preview of his completed monograph on August Weismann. For further information, please contact Department Chairman Sandy Gliboff, sgliboff@indiana.edu

**CFP: Theatres of Science**
12–5 p.m., Haldane Room, University College London, Tuesday 27 November 2012

In shows like “Mnemonic” and “A Disappearing Number,” to the theatrical practitioners in museum spaces, and the work of educational theatre companies, performances of various sorts have also been used innovatively in pedagogical settings through the re-creation of past experimental and surgical practices. Though it is less conventionally theatrical, this work preserves the tacit, bodily qualities of skilled practice.

As the theatre historian Kirsten Shepherd-Barr has reminded us, such theatrical representations of science have a pedigree going back several centuries. For its part, recent work in the history of science has investigated the theatrical presentations of science including the well-known polite electrical displays of the eighteenth century (Patricia Fara, *An Entertainment for Angels*) and the interconnections between novel technologies of theatrical performance and wider scientific and technical cultures in nineteenth century Paris (John Tresch, *The Romantic Machine*).

These connections are exciting and tantalizing; they also present questions and challenges. These include (though they are not limited to):

- How can theatre which is concerned with scientific themes engage with technical detail and scientific practice, without retailing simplified narratives of what science is?
- What is the goal of theatrical presentations of science: as engagement, education, or critique? What is the right balance between these different goals?
- What models of collaboration between theatre-makers and scientists are effective, both in adapting scientific ideas and in developing dynamic theatrical languages?
- How can the common concerns of history of science and theatre—including questions of embodied knowledge, showmanship and public engagement—be brought into fruitful dialogue?

This one day workshop aims to explore these questions and connections by bringing together scientists, theatre-makers, and historians. We welcome short (15-20 minute) papers on these or related themes. The day will also include space to share approaches and ideas, and we welcome performances and accounts of scientific practice which might be of theatrical interest, as well as academic papers. Attendance is free but please register by sending an e-mail to m.paskins@ucl.ac.uk by 10 October. If you would like to speak or perform, please send an abstract of up to 300 words to the same address. Please mention this in your e-mail, as we are concerned to ensure that no one should be prevented from attending by childcare needs.
Upcoming Conferences and Events

Announcement/Call for Application: Climate Studies
1-12 July 2013; University of Vienna
Lecturers: Jim Fleming (Colby College); Roman Frigg (London School of Economics); Wendy Parker (Ohio University)

Since 2001 the University of Vienna and the Institute Vienna Circle holds an annual two-week summer program dedicated to major current issues in the natural and the social sciences, their history and philosophy. The title of the program reflects the heritage of the Vienna Circle which promoted interdisciplinary and philosophical investigations based on solid disciplinary knowledge.

As an international interdisciplinary program, VISU-SWC brings graduate students in close contact with world-renowned scholars. It operates under the academic supervision of an International Program Committee of distinguished philosophers, historians, and scientists. The program is directed primarily to graduate students and junior researchers in fields related to the annual topic, but the organizers also encourage applications from gifted undergraduates and from people in all stages of their career who wish to broaden their horizon through cross-disciplinary studies of methodological and foundational issues in science.

The schedule consists of morning sessions, chaired by distinguished lecturers which focus on readings assigned to students in advance. Afternoon sessions are made up of tutorials by assistant professors for junior students and of smaller groups which offer senior students the opportunity to discuss their own research papers with one of the main lecturers. More information can be found at http://www.univie.ac.at/ivc/VISU/.

Summer Fervor: History of Climate Change and the Future of Global Governance
Seminar Leaders: Matthew Connelly (Columbia) and Jim Fleming (Colby).

The Hertog Global Strategy Initiative is a research program that employs historical analysis to confront present and future problems in world politics. Each summer, invited experts and select undergraduate and graduate students gather at Columbia University for twelve weeks of intensive study, independent research, and collaborative writing on a critical issue in international affairs. Dates: 28 May until early August, 2013.

Website: http://globalstrategy.columbia.edu/

Please join the AAAS in Boston for the 2013 AAAS Annual Meeting 14–18 February
HSS members will be eligible to receive AAAS member registration rates.

Please contact the Executive Office for more details.
Call for Papers: 7th Annual Southern Regional Conference for the History of Science, Technology and Medicine (SoHoST)

22-23 March 2013; Mississippi State University

SoHoST provides a welcoming environment for presentations by graduate students and more established scholars in a collegial setting. In the tradition of the Midwest Junto and the Joint Atlantic Seminars in the History of Biology and Medicine, SoHoST seeks to foster community and scholarship in the HoST(M) fields in the South.

Junior faculty, post-docs and graduate students are invited to submit paper proposals on any theme in the history of science, technology, medicine and nursing. Proposals should be no more than 300 words and should include your name, title, affiliation, and contact information. Submission deadline: December 3rd, 2012. Proposals and questions should be directed to Jessica Martucci, sohostconference@yahoo.com. For more information and details, visit the conference website at: http://www.iversity.org/i/g/ghyhak. You will be asked to register with iversity.org; the site is free to use.

Midwest Junto for the History of Science

5–7 April 2013

The 56th annual meeting of the Midwest Junto for the History of Science will be held April 5-7, 2013 at the University of Notre Dame near South Bend, IN. A call for papers will be issued in late 2012. We welcome short papers on topics in the history and philosophy of science, technology, and medicine. Graduate students are strongly encouraged to participate.

For questions, please contact Junto secretary Peter Ramberg ramberg@truman.edu.

News from the National Humanities Alliance

Shared Horizons: Data, Biomedicine, and the Digital Humanities

10–12 April 2013

The National Endowment for the Humanities (NEH) recently announced the first initiative of its partnership with the National Library of Medicine (NLM). NEH’s Office of Digital Humanities, working in cooperation with NLM, the Maryland Institute for Technology in the Humanities of the University of Maryland, and Research Councils UK, will be a part of “Shared Horizons: Data, Biomedicine, and the Digital Humanities,” an interdisciplinary symposium exploring the intersection of digital humanities and biomedicine.

Shared Horizons will provide a unique forum for participants and their institutions to address questions about collaboration, research methodologies, and the interpretation of evidence arising from the interdisciplinary opportunities in this area of biomedical-driven humanities scholarship.

Shared Horizons aims to create opportunities for disciplinary cross-fertilization through a mix of formal and informal presentations combined with breakout sessions, all designed to promote a rich exchange of ideas about how large-scale quantitative methods can lead to new understandings of human culture. Bringing together researchers from the digital humanities and bioinformatics communities, the symposium will explore ways in which these two communities might collaborate on projects that bridge the humanities and medicine around the topics of sequence alignment and network analysis, two modes of analysis that intersect with “big data.”

Additional information is available on the Shared Horizons website.
Conference Report: The Second International Workshop on Lysenkoism
21–25 July 2012, University of Vienna

The Second International Workshop on Lysenkoism was held 21-25 June 2012 at the University of Vienna. The workshop was a follow-up to the first International Workshop on Lysenkoism which took place 4-5 December 2009 at the Graduate Center of the City University of New York and the Harriman Institute at Columbia University. Among the important goals of the Vienna meeting was to continue widening the geographic diversity of case studies and address some of the central questions that have emerged in current research. These include situating the “Lysenko affair” within the broader history of “pseudoscience,” describing individual motivations for involvement in the controversy, showing how it was instrumentalized in pursuit of various goals and objectives, current attempts to rehabilitate Lysenko’s reputation in Russia, as well as developing a definition for the term “Lysenkoism.”

The first panel featured two papers on France—a region not covered in the first workshop—as well as presentations on Italy and Mexico. In their papers, Dr. Laurent Loison of the Centre François-Viète, Université de Nantes and Dr. Stéphane Tirard, Centre François Viète d’épistémologie et d’histoire des sciences et des techniques, Université de Nantes, discussed Lysenkoism in context with French neoLamarckism, while exploring the role of key figures such as Louis Aragon, Pierre-Paul Grassé, Jacques Monod, Jean Rostand and Marcel Prenant. Their research showed how the controversy influenced the development of genetics in France after World War II. Along similar lines Dr. Francesco Cassata of the University of Genoa showed the role of Lysenkoism in the institutionalization and professionalization of genetics in Italy after World War II. Cassata showed how it served as a cultural resource in context with the politicization of Italian genetics and the conflict between Mendelian genetics vs. “Lamarckian” eugenics and plant breeding during the interwar period. The last paper on the panel was given by Dr. Victoriano Garza-Almanza, Universidad Autónoma de Ciudad Juárez, Mexico, who described the promotion of Lysenko’s theories in Mexico by Isaac Ochoterena.

The second panel featured current research on Lysenko’s career and current attempts to restore his reputation in Russia and the Soviet Union. In the first presentation Dr. Michael Gordin, Princeton University, workshoped his preliminary findings on what happened to Lysenko—how he was treated by the re-emergent community of geneticists, how he personally interpreted his fall from grace—from 1965 until his death in 1976. Gordin was followed by Dr. Kirill Rossiiianov, Institute of the History of Natural Sciences and Technology, Russian Academy of Sciences, who presented the Lysenko affair in terms of theory, practice and ideology in late Stalinist scientific discourse. The third panelist, Dr. Eduard Israelovich Kolchinsky, Director of St.
Petersburg Branch of the S.I. Vavilov Institute for the History of Science and Technology, the Russian Academy of Sciences, interpreted current attempts to restore Lysenko’s legacy as rooted in the privileging of practice over research in Russian scientific culture.

The third panel began with a presentation by Dr. Mark Tauger, West Virginia University, who showed how genetics survived in the Soviet Union during the years of Lysenko’s dominance by focusing on the work of Pavel Lukianenko, who laid the foundations for the Green Revolution in Soviet and Post-Soviet Russia. Next, Gabor Pallo of the Budapest University of Technology and Economics, Visual Learning Lab, gave a survey of Lysenko’s impact upon Hungarian biology. Pallo’s presentation was followed by an invited talk by Dr. Daniel Kevles, Yale University, who presented his thoughts on the relationship between Lysenkoism and eugenics, an emerging topic of research which demands further study.

The fourth and final panel of the day featured papers on Romania and Poland, as a presentation on how the rhetoric of Lysenko and his followers can be considered as Orwellian “newspeak.” The first presenter, Dr. Cristiana Oghina-Pavie, Université d’Angers, began with a bas relief of Michurin, sculpted in 1963 by her great uncle, Gheorghe Munteanu, which hung in her house when she was a young girl. Her talk covered the influence of Michurinism—as distinguished from Lysenkoism—upon fruit tree breeding and vine selection in Romania. Next, Dr. Piotr Köhler, Institute of Botany, the Jagiellonian University, presented his work on role of Trybuna ludu, the mouthpiece of the Polish United Workers Party, in promoting Lysenko’s theories. The final panelist, Dr. Agata Strządała, University of Opole, analyzed binary oppositions such as “Michurinism” vs. “Morganism,” “Creative Darwinism” vs. “Darwinism,” as well as the ritualization of language, use of military metaphors, neologisms etc. as classic examples of totalitarian language.

The opening panel on the second day featured three presentations on Japan, an area of particular interest considering the United States’ role in the postwar reconstruction of Japan, as well as the prior isolation of Japanese geneticists. In the first presentation Dr. Kaori Iida, Graduate University for Advanced Studies, SOKENDAI, explained the reasons why some Japanese geneticists were interested in Lysenko’s ideas, and how these sympathies affected funding for the establishment of a new institute of genetics. Next, Dr. Hirofumi Saito, Tokyo Institute of Technology, discussed how the estrangement of Japanese geneticists from the global genetics community prior to World War II influenced the reception to Lysenko. The third panelist, Dr. Tsuyoshi Fujioka, Doshisha University, described how the number of Lysenko’s supporters—which initially included left-wing scientists—was reduced to a core group of committed Marxists following the VASKhNIL session.

The next panel began with a presentation by William deJong-Lambert, Bronx Community College CUNY and Affiliate Faculty at the Harriman Institute, Columbia University, describing the reasons why (i.e., his relationship with H.J. Muller) Haldane became among Lysenko’s most high-profile supporters after 1948. The next panelist, Luis Campos, Drew University, also discussed Muller, focusing on how his stance at a key point in the controversy (the 19-26 December 1936 VASKhNIL debate) helped extinguish research on the effects of chromosomal variation on speciation in plants. The final panelist, Dr. Mikhail B. Konashev, S.I. Vavilov Institute for the History of Science and Technology, the Russian Academy of Sciences, covered similar ground in his presentation by describing how relationships between U.S. and Soviet geneticists determined the cancellation of VII International Congress of Genetics in Moscow.

The next panel returned the focus to social and cultural aspects of the controversy by discussing Lysenko’s influence upon Soviet biology textbooks, natural history museums and his treatment in the Soviet press. Dr. Margaret
Past Conferences

Peacock, University of Alabama, presented samples from textbooks that challenged the conventional narrative that Lysenko’s theories dominated middle school biology education during the years he was in power. Next, Dr. Patricia Simpson, University of Hertfordshire, used the Darwin Museum in Moscow to show how Lysenkoism influenced the presentation of bioscience and evolutionary theory. The third panelist, Lukas Joos, Master of Arts, University of Zurich, traced coverage of Lysenko and his work in Pravda to show that initial accounts were absent any of the ideological dogma that appeared in later articles. The latter were, according to Joos, more the product of the political training and scientific ignorance of Soviet reporters, than anything having to do with Lysenko himself.

The final panel of the day returned us to the topic of eugenics and featured two papers on Bulgaria. It is notable that the presentation on eugenics by Dr. Björn Felder, The University of Göttingen, was followed by, ironically, the longest period of debate and discussion of the entire workshop. The discussion centered on what constitutes “eugenics” in a given context, a definitional problem not unfamiliar to Lysenko scholars. The following two presentations by Dr. Aglica Edreva, Institute of Genetics, Bulgarian Academy of Sciences, and Dr. Dinko Mintchev, Institute for Science Studies, Bulgarian Academy of Sciences, shed some much needed light on a relatively understudied region in the historiography of Lysenkoism.

The final half day of the workshop began a bit late and was regularly interrupted by the sabbath bells of the Votivkirche just across Sigmund-Freud Park from the university. Irony was noted. A three-paper panel on Czechoslovakia featuring Dr. Petr Hampl and Marco Stella, Department of Philosophy and History of Science, Faculty of Science, Charles University, along with Dr. Tomáš Hermann, Institute for Contemporary History of the Academy of Sciences of the Czech Republic, woke participants from their post-Saturday night slumber. The presenters demonstrated the extent to which Lysenko-Michurinism was indigenized in Czech culture to an extent which was (at least as far as Central Europe is concerned) unique. Highlights included intriguing details on the roles of Vladimír Jan Amos Novák, Ivan Málek, Ferdinand Herčík, Antonín Klečka and Milan Hašek, as well as Lysenkoism’s impact upon the practice of allotment gardening.

The workshop concluded with a discussion panel featuring Dr. Alexei Kojevnikov, University of British Columbia, Dr. Nils Roll-Hansen, University of Oslo and Dr. Nikolai Krementsov, University of Toronto. While there is clearly much work left to be done in terms of developing a cohesive understanding of the Lysenko phenomenon, a number of themes which date back to the first workshop remain clear. These include the problem of defining terms like “pseudoscience” and “Lysenkoism” (which are often treated as synonyms) and the question of how and why the controversy resonated so widely. The most obvious answer to the latter point seems to be that the “Lysenko affair” operated as a cultural resource which was useful to a variety of actors in support of, or opposition to, diverse agendas. A final point of agreement was the desirability of scheduling a Third International Workshop on Lysenkoism at a future date.

Special thanks to Dr. Mitchell Ash, Dr. Carola Sachse, Dr. Jérôme Segal and Liane Tiefenbach at the University of Vienna for their support and assistance with organization. Additional funding for the workshop was provided by the Faculty of Historical and Cultural Studies, as well as a private donation from Dr. Miklos Muller, emeritus, Rockefeller University, USA. The workshop began with a reception Thursday evening at the Arkadenhof, and welcoming remarks on Friday morning were provided by Vice Dean of the Faculty of Historical and Cultural Studies, Prof. Marianne Klemun and Dr. Mitchell Ash.
**Past Conferences**

**Fascinating Rhythms: A Conference on the History and Philosophy of Biological Rhythms Research**

11–12 May 2012

This conference was held 11–12 May 2012 on the University of Minnesota Minneapolis Campus under the sponsorship of the Program in the History of Science, Technology, and Medicine. With twenty-four presentations and a lively panel discussion about the historical significance of a week-long meeting at Cold Spring Harbor in 1960, the sixty-five participants learned much about the importance of rhythm and timing, whether in the solar system or microorganisms. Conceived as an experiment in the historiography of recent science based on conversations between historians and participants, the program served as a stimulus to further study of the history of chronobiology. Attendees included historians and philosophers as well as scientists who created the early research agendas involving biological rhythms and chronobiology and younger medical and biological researchers keen to understand the history and its current implications. The conference was the culmination of a two-year NSF grant (SES-0958974) to explore the history of chronobiology and also partially supported by a grant from the Earl and Doris Bakken Foundation. The organizing committee comprised Jole Shackelford and Tulley Long (co-chairs), Sally Gregory Kohlstedt, Jennifer Gunn, Margaret Hofius, and Frank Barnwell. The conference program and further information about the initiative to construct the history of chronobiology can be found at [www.historyofchronobiology.com](http://www.historyofchronobiology.com)

**Digital History and Philosophy of Science Consortium Meets at Cambridge**

6–8 September 2012

On September 6–8, 2012, an international group of scholars, research librarians, and computer scientists convened for the 9th meeting of the Digital History and Philosophy of Science Consortium at the University of Cambridge. The conversation started nearly a decade ago, spurred by the rapid proliferation of digital and computational approaches within the History and Philosophy of Science (HPS) community. This year’s meeting addressed the latest innovations within digital HPS, from open-access publishing, to global crowd-sourcing and computational approaches to textual analysis. Over the course of two and a half days, participants converged upon a set of intellectual and architectural goals for the digital HPS community, including a resolution toward open-access tool-sharing and strengthening of inter-institutional and interdisciplinary collaborations.
Past Conferences

The meeting opened with a discussion of digital editions as research and dissemination tools, featuring case studies from the Darwin Correspondence Project, the Henslow Correspondence Project, and the Wallace Correspondence Project, all at the University of Cambridge, as well as the Edition Open Access project at the Max Planck Institute for the History of Science in Berlin, the Chymistry of Isaac Newton project at Indiana University, and the Poincaré Project at the Institut Henri Poincaré in Paris. The success of online publication models developed by these projects highlights the potential for open-access digital editions to disseminate research results to larger and more diverse audiences than traditional print-publishing models. A common theme throughout this discussion was the way in which digital publishing redefines the relationship between the researcher and her product, as digital editions can be easily revised and updated to reflect advances in scholarship, allowing researchers to assume a curatorial role that has traditionally been the domain of the research librarian.

While digital publication presents many benefits for disseminating scholarly works, the lack of a clear system for peer review is an obstacle to its development. Without an accepted peer-review system, young scholars may have trouble meeting the professional requirements of their institutions and disciplines. Representatives of the Edition Open Access project at the Max Planck Institute for the History of Science highlighted their robust quality-control board for digital publishing, which could serve as a model for a community-wide review mechanism. A working group was appointed to develop recommendations for a digital HPS peer-review system to meet the unique demands of the digital publishing model, and ensure that digitally-published academic works are afforded due standing and credit.

The process of digitization, annotation, and analysis of archival materials provides an enormous service to the HPS community by making international archival collections easily accessible to scholars, while also providing a platform for discovery and computational analysis. For smaller projects with limited funding, however, the institutional resources and infrastructure required for those activities can be a significant challenge. Increased cooperation with “hub” institutions that can provide repositories, software, and guidance will not only lower the barriers to adopting the digital edition model, but also strengthen the HPS community by promoting dialogue between scholarly projects. A working group was established to address the challenges of educating and training scholars across collaborative institutions.

Crowd-sourcing is an option for digital HPS projects that require a large volume of repetitive work that cannot be automated. A session on crowd-sourcing featured presentations from the Old Weather project at the University of Oxford, the Biodiversity Heritage Library at the Marine Biological Laboratory, the Open Richly Annotated Cuneiform Corpus (ORACC) and the Cairo Genizah Research Unit at the University of Cambridge, and the Board of Longitude Project at the Cambridge University Library. Crowd-sourcing can speed up processing time for large projects and create new opportunities for public education and community-building. Several of these projects have found that maintaining a dialogue with participants can generate an enthusiastic public response.

As the volume of digitized historical data and support infrastructures rapidly expand, new opportunities for computational analysis are becoming increasingly apparent. Scholars are using statistical approaches to both published and archival texts to address standing research problems in new ways, and opening up new areas of scholarly research. For example, the Chymistry of Isaac Newton project at Indiana University uses Latent Semantic Analysis (LaTeX) to explore relationships among Newton’s alchemical texts, while the Assyrian-Babylonian Scholarly Literacies project uses the computational tool Agnostic to catalog redundancy in texts to situate the works throughout antiquity.

New combinations of statistical analyses, functional annotation, and network visualizations also make it possible to explore relationships within
and between textual corpora on an unprecedented scale. Tools now available within the digital HPS community, like Vogon and SemanticHPST, facilitate the analysis of texts and help to explore relationships between both textual and non-textual objects. Semantic analysis allows relationships among historical actors, technologies, institutions, and events to be extracted from an enormous body of archival, primary, and secondary sources. These approaches not only enable scholars to formulate better questions and hypotheses they also help scholars quickly discover historical connections that might otherwise be opaque.

Because many of the computational tools within the digital HPS community have been built for idiosyncratic scholarly purposes, there has been an insufficient emphasis on user-friendly documentation and unified (but flexible) standards for metadata and ontologies. This hampers deployment in new contexts, and cooperations between projects. Newly-established working-groups for both tool development and interoperable metadata within the Consortium will promote the design and documentation of tools in ways that maximize portability and integration. Those working-groups will ensure that information about metadata and software standards are widely disseminated among the broader scholarly community, and that any project that wants to join is able to easily adopt existing tools.

It is clear that the conversation about digital methods in HPS has moved into the realm of active collaborations that are generating measurable advances in technology and infrastructure. These developments call for broader dialogue with scholarly and public communities, and the Consortium is eager and excited to welcome new participants to broaden and strengthen the field. We look forward with great anticipation to the 10th meeting of the Consortium, which will be held at the University of Indiana in Bloomington in 2013. More information about the Digital HPS Consortium, including ways to get involved, can be found online at www.digitalhps.org.

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If you are looking to open up shelf space or you now read *Isis* solely online, you may wish to consider donating your run of *Isis* to a library. The mission of the Journal Donation Project (JDP) at the New School for Social Research in New York is to assist in rebuilding major research and teaching libraries in countries that have fallen victim to political or economic deprivation. The JDP does this through the provision of current subscriptions and back volume sets of English language scholarly, professional and current events journals. Further information may be found at http://www.newschool.edu/cps/jdp/.
**Employment Survey Results**

Greg Macklem

As has been done for the past 40 years, the History of Science Society collected data on recent job searches in the history of science in order to detect and highlight trends in hiring practices in the field. Initially utilized to highlight gender disparities in the job market, the survey has undergone numerous changes and there has been some desire to expand its scope to include other underrepresented and marginalized groups (see Jacqueline Wernimont’s analysis of the 2009–10 employment survey in the January 2011 HSS Newsletter here). As everyone is painfully aware, the job market in history of science has been very small for many years, and 2011 was no exception. The small sample size does, of course, require that any “trends” identified below be interpreted cautiously.

In an attempt both to increase the employer-response rate and to make data collection easier, the 2011 employment survey was carried out as part of the American Historical Association’s larger survey, which is summarized in the January 2012 Perspectives on History (the online version of the article can be read here). Unfortunately, the higher response rate did not materialize as we had hoped, and the available data, as mentioned, is thin. Furthermore, we were unable to get some of the additional data that Prof. Wernimont had previously indicated might be useful.

We received responses on only ten positions: six for tenure-track assistant professorships, and four fellowships. Of the six tenure-track positions, five were replacements of former or current faculty and one was a new position. There were no responses regarding any contingent faculty searches. All ten of the positions were successfully filled, and of those who expressed an opinion, all of those surveyed indicated satisfaction with their respective applicant pools.

It should perhaps be of little surprise that most of these searches received fairly large numbers of applications. The tenure-track positions averaged over 80 applicants, with a range of 21 to 150 submissions. For those positions for which gender data was provided the percentage of women in the applicant pools varied quite a bit, from roughly 25% up to 60%. The fellowships were less competitive, but still received as many as 47 applications.

Regarding gender, of the six assistant professorships, four positions were filled by women and two by men. Of the four fellowships, three were awarded to women. As previous surveys have indicated, data on minority hiring has generally been scarce, and this survey carried no such data at all for these positions. I would echo Prof. Wernimont’s concern about the transparency of the hiring process where ethnicity and race, as well as other populations, are concerned.

As a final note, I would recommend reading the end of Prof. Wernimont’s summary of the 2009–2010 survey, as she highlights several important concerns regarding the utility and importance of the job survey. I would also suggest that the changing job market and the growing awareness of alternative career paths for historians of science should be reflected in the aims and design of the job survey. In January of 2011, Prof. Wernimont wrote that “a comprehensive overhaul is long overdue and this is something that must involve the broad HSS community if the survey is to continue to have relevance and illuminating power.” It was hoped that partnering with the AHA would satisfy some of those needs, especially the need to improve the response rates, but that hope has dimmed. And nearly two years later, the need to assess what job opportunities there are for historians of science has only become more urgent.