

HPS&ST Note (November 2015)

This email is sent to HPS and Education researchers with interests in the contribution of history and philosophy of science to theoretical, curricular and pedagogical issues in science education and also in the betterment of HPS college teaching. It is not a discussion list but is used monthly for dissemination of HPS&ST-related information such as positions, conferences, publications, books, etc.

The simple one-click procedures for withdrawing or being added to the list are at the conclusion of this email.

Career Opportunity: HPS in Department of Science Education, University of Copenhagen

Department of Science Education, University of Copenhagen, Denmark (<http://www.ind.ku.dk/english/>) invites applications for a permanent position in history and philosophy of science beginning March 1, 2016, or as soon as possible thereafter.

This is possibly the first ever HPS appointment to be made in a School of Education.

<http://jobportal.ku.dk/videnskabelige-stillinger/?show=767248>

A candidate is sought that can act as chair of the research group in science studies and create an active research environment for the group's researchers. The successful candidate will collaborate with the Head of Department on the future development of the research group and is expected to participate actively in fundraising, and in developing new teaching initiatives in history and philosophy of science at the Faculty of Science.

Applicants must document a strong international research record within history and philosophy of the natural sciences (including mathematics), preferably with a specialization within areas of relevance to scientific practice and/or to science education (e.g. philosophy of science in practice, socially relevant philosophy of science, integrated history and philosophy of science, or similar).

Inquiries about the position can be made to Head of Department Hanne Andersen, hanne.andersen@ind.ku.dk.

1st European IHPST Regional Conference, August 22-25, 2016, Europa-Universität Flensburg, Germany

Chairs- Peter Heering & Claus Michelsen (ihpst16@uni-flensburg.de)

http://ihpst.net/content.aspx?page_id=22&club_id=360747&module_id=189361

3rd Asian IHPST Regional Conference, December 15-18, 2016, Pusan National University, South Korea.

Chairs: Hae-Ae Seo (Biology Education, PNU) & Youngmin Kim (Physics Education, PNU)

Conference Theme: Inquiry in Science and in Science Education: Historical, Philosophical and Pedagogical Dimensions

This conference follows the previous very successful Asian regional meetings in Seoul (2012) and Taipei (2014).

Pusan National University is in Busan, South Korea's second largest city, located on the southern coast of the country with easy high-speed train and air connection to Seoul. The Conference will open on Thursday evening with a plenary lecture and welcoming reception in the evening and on Friday and Saturday for full day presentations. The Conference will close on Sunday at lunch time and a half-day excursion will be offered in the afternoon. A pre-conference research workshop on HPS and Education themes and methodologies will be organized for graduate students and junior scholars.

Proposals for individual papers (1,000 words) and symposia are due by: **June 10, 2016**.

Inquiries to: Hae-Ae Seo (haseo@pusan.ac.kr)

The 7th International Conference of the European Society for the History of Science (ESHS) will be held in Prague, 22 - 24 September, 2016.

The Conference website is available at: <http://www.7eshs2016.cz>

There you will find the presentation of the Conference as well as the various deadlines for registration and submission of abstracts (<http://www.7eshs2016.cz/callforpapers/>).

The submission of stand-alone papers and symposia is now possible at the following <http://7eshs2016.guarant.eu/abstracts/>

Sixth Integrated History and Philosophy of Science conference (&HPS6), July 3rd-5th 2016, School of Philosophy, University of Edinburgh

This is the 6th conference of a very successful series of international conferences under the general heading of Integrated History and Philosophy of Science that for the first time is held in the UK. The conference will feature three full days of contributed papers and invited talks that integrate the historical and philosophical analysis of science (i.e., the physical sciences, life sciences, cognitive sciences, and social sciences).

For details and call for papers, please visit:
<https://philosophyofsciencenetwork.wordpress.com/hps6/>

Deadline for submission of contributed papers: 23 November 2015.

Recent HPS&ST Research Articles

Review of Science, Mathematics and ICT Education (Vol. 9 N.1, July 2015)

Thematic Issue: History, Philosophy and Science Teaching
Guest editor: Dimitris Koliopoulos
See [HERE](#)

Journal of Science Education and Technology (Vol. 24 Nos. 2-3, April 2015).
Thematic Issue: Science Teaching and Learning with Models.
Guest editors: Todd Campbell and Phil Seok Oh

Science Education (Vol. 99, No.6, September 2015)
Focus on: Scientific Practices
Guest editor: Sibel Erduran
<http://onlinelibrary.wiley.com/doi/10.1002/sce.2015.99.issue-6/issuetoc>

Fouad, K. E., Masters, H., Akerson, V.L. (2015). Using History of Science to Teach Nature of Science to Elementary Students. *Science & Education*, 1-38. doi: 10.1007/s11191-015-9783-5 online first

Wilkenfeld, D. A., Lombrozo T. (2015). Inference to the Best Explanation (IBE) Versus Explaining for the Best Inference (EBI). *Science & Education*, 1-19. doi: 10.1007/s11191-015-9784-4 online first

Leden, L., Hansson, L., Redfors, A., Ideland, M. (2015). Teachers' Ways of Talking About Nature of Science and Its Teaching. *Science & Education*. doi: 10.1007/s11191-015-9782-6 online first

Evagorou, M., Erduran, S., Mäntylä, T. (2015). The role of visual representations in scientific practices: from conceptual understanding and knowledge generation to 'seeing' how science works. *International Journal of STEM Education*, 2(11). doi: 10.1186/s40594-015-0024-x online first

Tenenbaum, H. R., To, C., Wormald, D., & Pegram, E. (2015). Changes and Stability in Reasoning After a Field Trip to a Natural History Museum. *Science Education*. doi:10.1002/sce.21184 online first.

Cook, K. L., Oliveira, A. W. (2015). Communicating Evolution: An Exploration of Students' Skills in an Essential Practice of Science. *Electronic Journal of Science Education* 19(1).

Hoffenberg, R., Saxton, E. (2015). Scientific explanations: A comparative case study of teacher practice and student performance. *Electronic Journal of Science Education* 19(1).

Morentin, M., & Guisasola, J. (2015). The role of science museum field trips in the primary teacher preparation. *International Journal of Science and Mathematics Education*, 13, 965–990. doi:10.1007/s10763-014-9522-4

Oliva, J. M., Aragón, M., Cuesta, J. (2015). The Competence of Modelling in Learning Chemical Change: A Study With Secondary School Students. *International Journal of Science and Mathematics Education*, 13(4), 751-791. doi: 10.1007/s10763-014-9583-4

- Ju, M-K., Moon, J.-E., Song, R.-J. (2015). History of Mathematics in Korean Mathematics Textbooks: Implication for Using Ethnomathematics in Culturally Diverse School. *International Journal of Science and Mathematics Education*. doi: 10.1007/s10763-015-9647-0 online first
- Cheng, M.-F., Lin, J.-L. (2015). Investigating the Relationship between Students' Views of Scientific Models and Their Development of Models, *International Journal of Science Education*, 37(15), 2453-2475. doi: 10.1080/09500693.2015.1082671
- Mansour, N. (2015). Science Teachers' Views and Stereotypes of Religion, Scientists and Scientific Research: A call for scientist–science teacher partnerships to promote inquiry-based learning. *International Journal of Science Education*, 37(11), 1767-1794. doi: 10.1080/09500693.2015.1049575
- Torres, J., Vasconcelos, C. (2015). Nature of science and models: Comparing Portuguese prospective teachers' views. *Eurasia Journal of Mathematics, Science & Technology Education*, 11(6), 1473-1494. doi: 10.12973/eurasia.2015.1407a
- Shi, W.-Z. (2015). Utilizing History and Philosophy of Science (HPS) to Teach Physics: The Case of Electromagnetic Theory. *Eurasia Journal of Mathematics, Science & Technology Education*, 11(3), 551-557. doi: 10.12973/eurasia.2015.1329a
- Butuner, S. O. (2015). Impact of using history of mathematics on students' mathematics attitude: a meta-analysis study. *European Journal of Science and Mathematics Education*, 3(4), 337-349
- McComas, W.(2015).The Nature of Science & the Next Generation of Biology Education. *The American Biology Teacher*, 77(7), 485-491. DOI: 10.1525/abt.2015.77.7.2.
- Dunn, R. (2015). Models and Molecules: Representation in the Work of John Dalton. *Kayros - Journal of Philosophy and Science*, 13, 157-178 [available online [here](#)]
- Príncipe, J. (2015). La physique laplacienne dans la seconde moitié du XIXe siècle: Joseph Boussinesq – la pratique et la réflexion autour de l'atomisme en France vers 1875. *Kayros - Journal of Philosophy and Science*, 13, 179-212 [available online [here](#)]
- Atanassova, M. (2015). Naming of Chemical Elements. *Chemistry: Bulgarian Journal of Science Education*, 24(1), 125-144 [available online [here](#)]
- Williams, N. (2015). Irene Manton, Erwin Schrödinger and the Puzzle of Chromosome Structure. *Journal of the History of Biology*, 1-38. doi: 10.1007/s10739-015-9424-5 online first

Strickland, L., Church, M. (2015). Leibniz's Observations on Hydrology: An Unpublished Letter on the Great Lombardy Flood of 1705. *Annals of Science*, 72(4), 517-532, DOI: 10.1080/00033790.2014.989542

Wiesner, M. P. (2015). Learning from the Starry Message: Using Galileo's Sidereus Nucius in introductory astronomy classes. *The Physics Teacher* 53, 146-150, doi: 10.1119/1.4908081

Hecht, E. (2015). Origins of Newton's First Law. *The Physics Teacher*, 53, 80-83 doi: 10.1119/1.4905802

Recent HPS&ST Books

Ogle, V. (2015). *The Global Transformation of Time: 1870–1950*. Cambridge, MA: Harvard University Press

“As new networks of railways, steamships, and telegraph communications brought distant places into unprecedented proximity, previously minor discrepancies in local time-telling became a global problem. Vanessa Ogle’s chronicle of the struggle to standardize clock times and calendars from 1870 to 1950 highlights the many hurdles that proponents of uniformity faced in establishing international standards.

“Time played a foundational role in nineteenth-century globalization. Growing interconnectedness prompted contemporaries to reflect on the annihilation of space and distance and to develop a global consciousness. Time—historical, evolutionary, religious, social, and legal—provided a basis for comparing the world’s nations and societies, and it established hierarchies that separated “advanced” from “backward” peoples in an age when such distinctions underwrote European imperialism.” (From the publisher)

More information: [HERE](#)

Eilks, I., Hofstein, A. (Eds.). (2015). *Relevant Chemistry Education – From Theory to Practice*. Rotterdam, Netherlands: Sense Publishers

“This book is aimed at chemistry teachers, teacher educators, chemistry education researchers, and all those who are interested in increasing the relevance of chemistry teaching and learning as well as students' perception of it. The book consists of 20 chapters. Each chapter focuses on a certain issue related to the relevance of chemistry education. These chapters are based on a recently suggested model of the relevance of science education, encompassing individual, societal, and vocational relevance, its present and future implications, as well as its intrinsic and extrinsic aspects.” (From the Publisher)

More information: [HERE](#)

Archer, Luís (2015). *Selecta Work of Father Luís Archer, S.J.: History and Philosophy of Sciences, Vol 1*. [Obra Selecta do Padre Luís Archer, S.J. Volume I: História e Filosofia das Ciências.] F. M. Romeiras and H. Leitão (Eds.). Lisbon: FCG

“Eminent figure of science and Portuguese culture in the second half of the twentieth century, Father Luis Archer was recognized mainly by the introduction of education and

research in molecular genetics and the impulse that gave to bioethics studies in our country.

In addition to an extensive scientific work in specialized publications, its activity unfolded also a wide range of initiatives, taking its name been associated mainly with the foundation and direction of the molecular genetics laboratory of the Gulbenkian Institute of Science, scientific series Brotéria magazine, which ran for forty years, the Portuguese Society of Genetics, a number of other scientific societies and academies that integrated, and also to important national and European committees on bioethics in which he participated actively. The Father Luis Archer Selecta Work, S.J. starts with the volume dedicated to "History and Philosophy of Science(...)." (From the editors.)
More information: [HERE](#)

Arabatzi, T., Renn, J., Simoes, A. (Eds.). (2015). *Relocating the History of Science: Essays in Honor of Kostas Gavroglu*. Netherland: Springer International Publishing

“The papers in the volume reflect Gavroglu’s broad range of intellectual interests and touch upon significant themes in recent history and philosophy of science. They include topics in the history of modern physical sciences, science and technology in the European periphery, integrated history and philosophy of science, historiographical considerations, and intersections with the history of mathematics, technology and contemporary issues. They are authored by eminent scholars whose academic and personal trajectories crossed with Gavroglu’s.

“The book will interest historians and philosophers of science and technology alike, as well as science studies scholars, and generally readers interested in the role of the sciences in the past in various geographical contexts.” (From the Publisher)
More information: [HERE](#)

Marcon, F. (2015). *The Knowledge of Nature and the Nature of Knowledge in Early Modern Japan*. London: University of Chicago Press

“Between the early seventeenth and the mid-nineteenth century, the field of natural history in Japan separated itself from the discipline of medicine, produced knowledge that questioned the traditional religious and philosophical understandings of the world, developed into a system (called *honzogaku*) that rivaled Western science in complexity—and then seemingly disappeared. Or did it?

In *The Knowledge of Nature and the Nature of Knowledge in Early Modern Japan*, Federico Marcon recounts how Japanese scholars developed a sophisticated discipline of natural history analogous to Europe’s but created independently, without direct influence, and argues convincingly that Japanese natural history succumbed to Western science not because of suppression and substitution, as scholars traditionally have contended, but by adaptation and transformation.”(From the Publisher)
More information: [HERE](#)

Yalcinkaya, M.A. (2015). *Learned Patriots: Debating Science, State, and Society in the Nineteenth-Century Ottoman Empire*. London: University of Chicago Press

“A rewarding reexamination of 19th-century Ottoman conversations about science and civilization. Rather than revisiting well-traveled narratives of the Ottoman adoption (or lack thereof) of modern 'science and technology,' and rather than asking how Ottoman

bureaucrats and intellectuals established what was or was not properly science, Yalçinkaya asks a more 'naïve' question: 'What were the Ottomans talking about when they talked about science?' His answer—'people,' and in particular the ideal, scientifically informed, yet ethical and upright 'patriot'—turns much received wisdom concerning late Ottoman scientific discourse on its head. . . . This book is a welcome addition to scholarship on the rhetoric of science and technology in the Ottoman Empire. . . . Recommended." (By Ruth Miller, University of Massachusetts)
More information: [HERE](#)

Home, R. W. (2015). *Aepinus's Essay on the Theory of Electricity and Magnetism*. (Transl. Peter James Connor). Princeton, NJ: Princeton University Press

“First published in St. Petersburg in 1759, F.U.T. Aepinus's *Tenuimen theoriae electricitatis et magnetismi* was one of the outstanding achievements of eighteenth-century physics. Its rigorous mathematical investigation of electricity and magnetism was an important and innovative departure from the primarily qualitative and nonmathematical treatments that preceded it. P. J. Connor's translation of the original Latin edition is the first to appear in any western European language, and the introductory monograph and notes by R. W. Home provide a far more definitive account of Aepinus's life and work than has heretofore been attempted.” (From the publisher)

More information: [HERE](#)

Graney, Christopher M. (2015). *Setting Aside All Authority: Giovanni Battista Riccioli and the Science against Copernicus in the Age of Galileo*. Notre Dame Indiana: University of Notre Dame Press

“Christopher M. Graney's *Setting Aside All Authority* makes a fine contribution to the history of science and especially the history of astronomy. The case Graney presents for the rationality of denying Copernicanism, as late as the mid-seventeenth century, is cogent, and he presents a good deal of novel historical material that urges a reevaluation of a major figure—Riccioli. The book will interest not only historians but also philosophers of science, and scientists in the relevant specialties (astronomy, physics) together with their students at both the undergraduate and graduate level.” (Peter Barker, University of Oklahoma)

More information: [HERE](#)

Corrigan, D., Buntting, C., Dillon, J., Jones, A., Gunstone, R. (Eds.) (2015). *The Future in Learning Science: What's in it for the Learner?* London: Springer International Publisher

This volume considers the future of science learning - what is being learned and how it is being learned - in formal and informal contexts for science education. To do this, the book explores major contemporary shifts in the forms of science that could or should be learned in the next 20 years, what forms of learning of that science should occur, and how that learning happens, including from the perspective of learners. In particular, this volume addresses shifts in the forms of science that are researched and taught post-school – emerging sciences, new sciences that are new integrations, “futures science”, and increases in the complexity and multidisciplinary of science, including a multidisciplinary that embraces ways of knowing beyond science.

A central aspect of this in terms of the future of learning science is the urgent need to engage students, including their non-cognitive, affective dimensions, both for an

educated citizenry and for a productive response to the ubiquitous concerns about future demand for science-based professionals. Another central issue is the actual impact of ICT on science learning and teaching, including shifts in how students use mobile technology to learn science. (From the Publisher)

More information: [HERE](#)

Gutfreund, H., & Renn, J. (2015). *The Road to Relativity: The History and Meaning of Einstein's "The Foundation of General Relativity" Featuring the Original Manuscript of Einstein's Masterpiece*. Princeton, NJ: Princeton University Press

"The feeling a physicist has in reading Einstein's handwritten manuscript on general relativity must be like what a pianist would feel upon seeing a draft of Bach's Goldberg Variations. What kind of human creativity can produce something like this? Gutfreund and Renn provide the context for the paper, and the English translation enables readers not fluent in German to see it as a whole. This book is a little treasure." (Jeremy Bernstein, Aspen Center for Physics)

More information: [HERE](#)

Cho, Sung Je (Ed.) (2015). *The Proceedings of the 12th International Congress on Mathematical Education: Intellectual and attitudinal challenges*. Netherlands: Springer

"This book comprises the Proceedings of the 12th International Congress on Mathematical Education (ICME-12), which was held at COEX in Seoul, Korea, from July 8th to 15th, 2012. ICME-12 brought together 3500 experts from 92 countries, working to understand all of the intellectual and attitudinal challenges in the subject of mathematics education as a multidisciplinary research and practice. This work aims to serve as a platform for deeper, more sensitive and more collaborative involvement of all major contributors towards educational improvement and in research on the nature of teaching and learning in mathematics education." (From the Publisher)

More Information: [HERE](#)

Overy C., Tansey E. M. (Eds.) (2015). *A History of Bovine TB c.1965–c.2000*. London: Queen Mary University

"A Witness Seminar looking at the history of bovine TB from the mid-1960s to c.2000, chaired by Professor Wyn Grant and introduced by Professor Keir Waddington, with contributions from veterinary scientists, biologists, members of conservation and animal welfare groups, and farmers.

"Discussion includes the first links between badgers and bovine TB in cattle; Government responses to the rise in bovine TB; ecological perspectives; the rise of public protest; and the problems of the various interest groups working together to find a solution." (From the Publisher)

More Information: [HERE](#). Free download: [HERE](#)

Green, M. T. (2015). *Alfred Wegener: Science, Exploration, and the Theory of Continental Drift*. Maryland: John Hopkins University Press

"Following the advice of Michael Faraday's biographer L. Pearce Williams, Greene has "read everything his subject wrote, everything he read, and as much as possible of what the people he read, read". He has also travelled everywhere Wegener went, including Greenland. The labour has taken more than 20 years. The result is a magnificent,

definitive and indefatigable tribute to an indefatigable man.”(Ted Nield, Nature 8th October 2015)

More information. [HERE](#)

Hancock, E. G., Pearce, N., Campbell, M. (Eds.) (2015) *William Hunter's World: The Art and Science of Eighteenth-Century Collecting*. Farnham: Ashgate Publishing

“Despite William Hunter's stature as one of the most important collectors and men of science of the eighteenth century, and the fact that his collection is the foundation of Scotland's oldest public museum, The Hunterian, until now there has been no comprehensive examination in a single volume of all his collections in their diversity. (...) This volume comprises essays by international specialists and are as diverse as Hunter's collections themselves, dealing as they do with material that ranges from medical and scientific specimens, to painting, prints, books and manuscripts.

The first sections focus upon Hunter's own collection and his response to it, while the final section contextualises Hunter within the wider sphere. A special feature of the volume is the inclusion of references to the Hunterian's web pages and on-line databases. These enable searches for items from Hunter's collections, both from his museum and library.” (From the publisher)

More information: [HERE](#)

Shefer-Mossensohn, M. (2015). *Science among the Ottomans - The Cultural Creation and Exchange of Knowledge*. Austin, TX: University of Texas Press.

“Scholars have long thought that, following the Muslim Golden Age of the medieval era, the Ottoman Empire grew culturally and technologically isolated, losing interest in innovation and placing the empire on a path toward stagnation and decline. Science among the Ottomans challenges this widely accepted Western image of the nineteenth- and early twentieth-century Ottomans as backward and impoverished.” (From the publisher)

More information: [HERE](#)

Wootton, D. (2015). *The Invention of Science: A New History of the Scientific Revolution*. Harper

“David Wootton's *The Invention of Science* will cause arguments, and is all the better for it. The idea of a 'scientific revolution' — the supposed birth of modern science, beginning around the start of the seventeenth century and emerging from the work of Galileo Galilei, Johannes Kepler, Isaac Newton, Robert Boyle and their contemporaries — has been rejected by many historians of science. But Wootton argues that the period marked a true turning point, in which the whole process of doing science was transformed into a social enterprise with established norms and procedures” (Philip Ball in Nature, August 26th 2015)

More information: [HERE](#) and [HERE](#)

Snyder, L.J. (2015). *Eye of the Beholder: Johannes Vermeer, Antoni van Leeuwenhoek, and the Reinvention of Seeing*. New York, NY: W.W. Norton & Company Inc.

“In *Eye of the Beholder*, Laura J. Snyder transports us to the streets, inns, and guildhalls of seventeenth-century Holland, where artists and scientists gathered, and to their studios and laboratories, where they mixed paints and prepared canvases, ground and polished lenses, examined and dissected insects and other animals, and invented the

modern notion of seeing. With charm and narrative flair Snyder brings Vermeer and Van Leeuwenhoek—and the men and women around them—vividly to life. The story of these two geniuses and the transformation they engendered shows us why we see the world—and our place within it—as we do today.” (From the publisher)

More information: [HERE](#) and [HERE](#)

Coming Conferences

November 13-14, 2015, History of Science, Technology, and Medicine Network Ireland Inaugural Conference, Maynooth, Ireland

Details at: <http://hstmnetworkireland.org/history-of-science-technology-and-medicine-network-ireland-conference/>

December 15-22, 2015, 20th European School Network, History of Science and Technology meeting, Toledo, Spain

Details at: <http://www.epmagazine.org/>

Inquiries from: Angelo Rapsiarda (ganges@alice.it)

February 26-27, 2016, Meeting of the South Carolina Society for Philosophy (Biennial Joint Meeting with the North Carolina Philosophical Society)

Details at: <http://www.southcarolinaphilosophy.org/>

March 31-2, 2016, 9th conference of the Munich-Sydney-Tilburg (MuST) conference series, Munich, Germany

Details at: <http://www.must2016.philosophie.uni-muenchen.de/index.html>

April 14-17, 2016, NARST annual conference, Baltimore, MD, USA.

Details at: <https://www.narst.org/annualconference/2016conference.cfm>

May 19-26, 2016, 3rd Annual Meeting of the Consortium for Socially Relevant Philosophy of/in Science and Engineering (SRPoiSE), Richardson, Texas, USA

Details at: <http://www.utdallas.edu/c4v/cfp-srpoise-vmst-2016/>

May 19-26, 2016, 6th Annual Values in Medicine, Science, and Technology Conference, Richardson, Texas, USA

Details at: <http://www.utdallas.edu/c4v/cfp-srpoise-vmst-2016/>

May 26-28, 2016, 23rd Symposium on Chemical and Science Education, Dortmund, Germany

Details at: <http://www.chemiedidaktik.uni-bremen.de/symp2016/>

June 17-19, 2016, 6th Conference of the Society for the Philosophy of Science in Practice (SPSP), Glassboro, NJ, USA.

Details at: <http://www.philosophy-science-practice.org/en/events/sixth-spsp-glassboro-nj-2016/>

June 20-24, 2016, 12th International Conference of the Learning Sciences, Nanyang Technological University, Singapore

Details at: <https://www.isls.org/icls/2016/theme.html>

July 3-5, 2016, Sixth Integrated History and Philosophy of Science conference (&HPS6)

Details at: <https://philosophyofsciencenetwork.wordpress.com/hps6/>

July 26-30, 2016, 43rd ICOHTEC meeting: Technology, Innovation, and Sustainability: Historical and Contemporary Narratives. Porto, Portugal

Details at: <http://www.icohtec.org/annual-meeting-2016-cfp.html>

August 10-13, 2016, Annual Meeting of the Cognitive Science Society, Philadelphia, MA, USA

Details at: <http://cognitivesciencesociety.org/conference2016/index.html>

August 22-25, 2016, 1st European IHPST Regional Conference, Flensburg, Germany

Details at:

http://ihpst.net/content.aspx?page_id=22&club_id=360747&module_id=189361

September 22-14, 2016, The 7th International Conference of the European Society for the History of Science (ESHS), Prague

Details at: <http://www.7eshs2016.cz>

December 15-18, 2016, Third IHPST Asian Regional Conference, Busan, South Korea

Inquiries to: Hwe-Ae Seo, haseo@pusan.ac.kr

July 23-29, 2017 25th International Congress of History of Science, and Technology (ICHST), Rio de Janeiro, Brazil.

Details at: <http://www.ichst2017.sbhc.org.br/site/capa>

HPS&ST Email List

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