

**HPS&ST Note**  
**September 2017**  
<http://www.hpsst.com/>

**# Introduction**

This HPS&ST monthly note is sent direct to about 7,500 emails of individuals who directly or indirectly have expressed an interest in the contribution of history and philosophy of science to theoretical, curricular and pedagogical issues in science teaching, and/or interests in the promotion of innovative and more engaging and effective teaching of the history and philosophy of science. The note is sent on to different international and national HPS lists and science teaching lists. In one form or another it has been published for 20+ years.

The note seeks to serve the diverse international community of HPS&ST scholars and teachers by disseminating information about events and publications that connect to concerns of the HPS&ST community.

Contributions to the note (publications, conferences, Opinion Piece, etc.) are welcome and should be sent direct to the editor: Michael R. Matthews, UNSW, [m.matthews@unsw.edu.au](mailto:m.matthews@unsw.edu.au) .

The Note, along with RESOURCES, OBITUARIES, OPINION PIECES and more, are lodged at the website: <http://www.hpsst.com/>

**# Interdivisional Teaching Commission (IDTC), Summer School, Lille, October 2017**

Second International Summer School for History and Philosophy of Sciences, Technology and Education, October 11-12, 2017, Lille University

**Hosted by:**

Inter-Divisional Teaching Commission (IDTC)  
Maison Européenne des Sciences de l'Homme et de la Société (MESHS) Lille, France  
École doctorale Sciences de l'Homme et de la Société (ED SHS) Lille University, France

<http://summerschoollille2017.historyofscience.it/en/>



Participants encouraged in the fields of Science History of Science, Philosophy and Epistemology of Science Education.

- ) Young scholars
- ) Postgraduates
- ) PhD candidates

- ) Teachers
- ) For benefits, see more [here](#)

### **Deadlines**

- ) For registration **October 5th**

**Speakers & Information:** <http://summerschoollille2017.historyofscience.it/en/>

## **# Interdivisional Teaching Commission (IDTC), Innovative Teaching Sessions**

The IDTC sponsored three well-attended sessions at the Rio DHST Congress in July. Presenter's notes and slides for the following presentations are now available in the RESOURCES folder of the new HPSST website:

<http://www.hpsst.com/resources.html>

*Designing a history of physics course at the University of Copenhagen: dilemmas, expectations and learning outcomes*

Ricardo Karam, University of Copenhagen, Denmark

*Reading and writing historical narratives in science education to discuss the construction of scientific knowledge*

Andreia Guerra and Hermann Schiffer, CEFET-RJ, Brazil

*How much history of science research can secondary school students do?*

Huiyi Wu, Needham Research Institute, University of Cambridge, UK

*History of science and education: interdisciplinary approaches*

Maria Helena Roxo Beltran, Pontifical Catholic University of São Paulo, Brazil

*Writing, acting and engaging with historical scientific controversies*

Bernardo J Oliveira, Verona Segantini and Marina Fonseca, Universidade Federal de Minas Gerais, Brazil

*From written words to abstract concepts: teaching medical history through text analysis.*

Jaime E. Bortz, Department of Public Health and Medical Humanities, Buenos Aires University, Brazil

*Teaching history of science, technology and medicine in an interdisciplinary programme*

Yolanda Eraso, Oxford Brookes University, United Kingdom.

*Learning history of medicine with Voicethread*

Graham Mooney, Johns Hopkins University, USA.

*Teaching the History of Computer Technology with Art and Artifacts*

Dov Lungu, York University, Canada

*Interdisciplinary Teaching of mathematics, computer sciences, natural sciences, and technology courses at the University of Stuttgart*

Andreas Haka, University of Stuttgart, Germany

*Innovative teaching of global warming: history, science and politics*

Richard Staley, University of Cambridge, UK

*Innovative teaching of computational metaphysics*

Christoph Benz Müller, Freie Universität Berlin, Germany.

*A project seminar creating a website and books about the history of Stuttgart University Campus*

Klaus Hentschel, University of Stuttgart, Germany.

*Re-create experiments from history: inform the future from the past*

Elizabeth Cavicchi, MIT, USA

### **# RISE Special Issue: Epistemic Insight – teaching and learning about the nature of science in real world and multidisciplinary arenas**

Epistemic Insight (EI) is a phrase which broadly means ‘knowledge about knowledge’. Here we are using epistemic insight to refer in particular to students’ developing understanding and appreciation of the nature of science particularly in terms of how science relates to religion and the wider humanities.

A call for papers for a special edition of Research in Science Education on this theme is now open and will close on **March 1<sup>st</sup> 2018**.

The guest editors are Berry Billingsley, Professor of Science Education at Canterbury Christ Church University, UK and Dr Sharon Fraser, Associate Professor of Science Education at the University of Tasmania, Australia. The edition is scheduled for publication in November 2018.

Many subjects including science education teach students about an area of scholarship. The phrase epistemic insight is chosen to emphasise that students typically learn about scholarship through a number of subjects or curriculum domains. For students to develop a good understanding of the nature of science it is important to look at how they answer questions within individual science subjects; it is also important to look at what they suppose and say about science when they consider questions which bridge disciplines and at what they suppose about the nature of knowledge when they move between their subject compartments.

As such research which investigates students’ developing epistemic insight includes comparisons of the ways that students and scholars conceptualise science when they consider questions that science has addressed; more particularly it also includes comparisons of the ways that students and scholars conceptualise science when they consider so-called ‘Big Questions’ (like what it means to be human) and further, when they consider science in relation to the questions, methods and norms of thought that they meet in their other subjects.

As such papers (research-based and conceptual) for this special issue will use the notion of epistemic insight as a stimulus to examine and discuss how science is understood and taught

in schools and beyond. All levels of education from primary to tertiary and teacher education are encompassed in the issue.

Please email papers and/or queries and outlines to the guest editors: Prof Billingsley ([berry.billingsley@canterbury.ac.uk](mailto:berry.billingsley@canterbury.ac.uk)) and/or Dr Fraser ([sharon.fraser@utas.edu.au](mailto:sharon.fraser@utas.edu.au))

## # Centre for Philosophy of Science, University of Pittsburgh, Spring Programme

**New visitors:** Colin Allen, Pablo Acuna Luongo, Geoffrey Gorham, Matthias Neuber, Daniel Wilkenfeld, James Fraser, and Karen Kovaka. In the spring term, Vincenz Fano, Ulrich Gahde, James Justus, Chris Meyns, and Armin Schulz.

For more, click on “Visiting Fellows” on the Center Web site.

Speakers this month are Nicholas Rescher, Geoffrey Gorham, Matthias Neuber, Robert Batterman, Pablo Acuna Luongo, and Colin Allen.

See the Calendar for details.

[www.pitt.edu/~pittcentr](http://www.pitt.edu/~pittcentr)



Neuroethics of Implantable Brain Stimulation Devices  
25 September 2017  
at the University Club

Super-PAC: Early Career Workshop in Philosophy of Astrophysics and Cosmology  
27-29 October 2017

The 58th Annual Lecture Series speakers will be Gordon Belot, Michael Weisberg, Sabina Leonelli, James Lennox, Tanya Luhrmann, and Heather Douglas.

Details about programs, events, and more can be found on the Center Web site:  
[www.pitt.edu/~pittcentr](http://www.pitt.edu/~pittcentr)

## # **Gratis MOOC Course: 'Humphry Davy: Laughing gas, literature and the lamp'**

Free online course (MOOC) starting 30 October 2017 - Open to all

The MOOC, produced by Lancaster University and the Royal Institution of Great Britain, is intended for anyone with an interest in Humphry Davy, or early nineteenth century literature, science, or history. It will explore some of the most significant moments of Davy's life and career, including his childhood in Cornwall, his work at the Medical Pneumatic Institution in Bristol and the Royal Institution in London, his writing of poetry, his invention of his miners' safety lamp, and his European travels. The course will also investigate the relationships that

can exist between science and the arts, identify the role that science can play in society, and assess the cultural and political function of science.

The course will start on 30 October 2017, and will run for four weeks. Learners will typically spend three hours per week working through the steps, which will include videos (filmed on location at the Royal Institution), text-based activities and discussion, and quizzes. Learners will be guided at all stages by a specialist team of Educators and Mentors. It's entirely free to participate, and no prior knowledge of Davy is required.

An e-flyer is available at: <http://www.lancaster.ac.uk/users/moocs/davy/Davy.jpg>  
Registration at: <http://www.futurelearn.com/courses/humphry-davy>

Inquiries to: Lead Educator, Professor Sharon Ruston ([s.ruston@lancaster.ac.uk](mailto:s.ruston@lancaster.ac.uk)).

### **# Neu Whitrow-Prize of the Commission on Bibliography and Documentation**

Prof. Dr. Klaus Hentschel (director of the section for history of science and technology GNT, Univ. Stuttgart) and his team have been awarded the Neu Whitrow-Prize of the Commission on Bibliography and Documentation of the International Union for the History of Science and Technology, Division for the History of Science, during the 25th Intern. Congress for the History of Science and Technology in Rio de Janeiro in late July, 2017, for the Stuttgart-based database DSI.

The "Database of Scientific Illustrators 1450-1950" is freely available at [www.uni-stuttgart.de/hi/gnt/dsi](http://www.uni-stuttgart.de/hi/gnt/dsi) and currently lists around 11650 scientific illustrators (10% of which are women) from more than 100 countries, who were active between 1450 and 1950 in the fields of natural history, geology, botany, zoology, biology, medicine, astronomy, chemistry, physics and in some areas of technology, also listing their relatives, their regions of activity, techniques, clients, sec. publications, archival sources, etc

Further information can be found at:

<http://cbd-histsci.org/prizes/second-neu-whitrow-prize-awarded/>  
and  
[www.uni-stuttgart.de/hi/gnt/hentschel](http://www.uni-stuttgart.de/hi/gnt/hentschel)

### **# *Science Teaching: The Contribution of HPS Translations***

Reflecting the international interest in the utilisation of history and philosophy of science to pedagogical, curricular and theoretical issues in science education, in 2017 there have been three translations of:

Matthews, M.R.: 2015, *Science Teaching: The Contribution of History and Philosophy of Science*, Routledge, New York.

<p style="text-align: center;"><b>Chinese</b> Foreign Languages and Technical Press, Beijing</p>	<p style="text-align: center;"><b>Turkish</b> Bo aziçi University Press, Istanbul</p>	<p style="text-align: center;"><b>Spanish</b> Fondo de Cultura Económica, Ciudad de México</p>

## # Opinion Page:

### *Invitation to Submit*

In order to make better educational use of the wide geographical and disciplinary reach of this HPS&ST Note, invitations are extended for readers to contribute opinion or position pieces or suggestions about any aspect of the past, present or future of HPS&ST studies.

Contributions can be sent direct to editor. Ideally, they might be pieces that are already on the web, in which case a few paragraphs introduction, with link to web site can be sent, or else the pieces will be put on the web with a link given in the Note.

They are archived in the OPINION folder at: <http://www.hpsst.com/>

### *Previous HPS&ST Note Opinion Pieces*

Nicholas Maxwell, University College London, *What's Wrong with HPS and What Needs be Done to Put it Right?* (June 2017)

Heinz W. Drodste, *An Interview with Mario Bunge*

Nicholas Maxwell, University College London, *The Crisis of Our Times and What to do About It.*

Eric Scerri, UCLA, *Bringing Science Down to Earth*

Robert Nola, University of Auckland, *Fake News in the Post-Truth World*, (February 2017)

Michael D. Higgins, President of Ireland, *The Need to Teach Philosophy in Schools* (December 2016)

Philip A. Sullivan, University of Toronto, *What is wrong with Mathematics Teaching in Ontario?* (July 2016)

Gregory Radick, Leeds University, *How Mendel's legacy holds back the teaching of science* (June 2016).

Matthew Stanley, New York University, *Why Should Physicists Study History?*

## # Recent HPS&ST Research Articles

- Badino, M. (2017). What Have the Historians of Quantum Physics Ever Done for Us? *Centaurus*, 1-20. online first. doi: 10.1111/1600-0498.12127 [Young Scholar Lecture ESHS 2016]
- Bunge, M. (2017) Gravitational Waves and Spacetime. *Foundations of Science*, 1-5. Online first
- Dunk, R.D.P., Petto, A. J., Wiles, J. R. & Campbell, B. C. (2017) A multifactorial analysis of acceptance of evolution. *Evolution: Education and Outreach*, 10(4), 2-8. doi: 10.1186/s12052-017-0068-0
- Goenner, H. (2017) General relativity and the growth of a sub-discipline “gravitation” in Germany. *The European Physical Journal H*, 1-36.
- Grupe, D. (2017). Stephen of Pisa’s theory of the oscillating deferents of the inner planets (1h. 12th C.). *Archive for History of Exact Sciences*, 1-19. Online first
- Henderson, J. B., McNeill, K. L., González-Howard, M., Close, K. & Evans, M. (2017) Key challenges and future directions for educational research on scientific argumentation. *Journal of Research in Science Teaching*. 2-14. online first. doi: 10.1002/tea.21412
- Longo, G. (2017). How Future Depends on Past and Rare Events in Systems of Life. *Foundations of Science*. 1-32. Online first.
- Luk, R.W.P (2017). To Explain or to Predict: Which One is Mandatory? *Foundations of Science*, 1-4. online first.
- O’Raifeartaigh, C., O’Keeffe, M., Nahm, W. & Mitton, S. (2017) Einstein’s 1917 static model of the universe: a centennial review. *The European Physical Journal H*, 1-44.
- Romero, G. E. (2017) Mario Bunge on Gravitational Waves and the Reality of Spacetime. *Foundations of Science*, 1-4. online first
- Schubring, G. (2017) Searches for the origins of the epistemological concept of model in mathematics. *Archive for History of Exact Sciences*, 71(3), 245–278.
- Yacoubian, H.A., Al-Khatib, L. & Mardirossian, T. (2017) Analysis of the Image of Scientists Portrayed in the Lebanese National Science Textbooks. *Science & Education*, 1-16. online first. Doi: 10.1007/s11191-017-9908-0

## # Recent HPS&ST Related Books

Maxwell, Nicholas (2017) *Karl Popper, Science and Enlightenment*, UCL Press,

Here is an idea that just might save the world. It is that science, properly understood, provides us with the methodological key to the salvation of humanity. A version of this idea can be found buried in the works of Karl Popper. Famously, Popper argued that science cannot verify theories, but can only refute them. This sounds very negative, but actually it is not, for science succeeds in making such astonishing progress by subjecting its theories to sustained, ferocious attempted falsification. Every time a scientific theory is refuted by experiment or observation, scientists are forced to try to think up something better, and it is this, according to Popper, which drives science forward.

The key point is extremely simple. It is not just in science that aims are profoundly problematic. This is true in life as well. Above all, it is true of the aim of creating a good world – an aim inherently problematic for all sorts of more or less obvious reasons. It is not

just in science that problematic aims are misconstrued or “repressed”; this happens all too often in life too, both at the level of individuals, and at the institutional or social level as well. We urgently need to build into our scientific institutions and activities the aims-and-methods-improving methods of aim-oriented empiricism, so that scientific aims and methods improve as our scientific knowledge and understanding improve. Likewise, and even more urgently, we need to build into all our other institutions, into the fabric of our personal and social lives, the aims-and-methods-improving methods of aim-oriented rationality, so that we may improve our personal, social and global aims and methods as we live.

Freely available at: <http://www.ucl.ac.uk/ucl-press/browse-books/karl-popper-science-and-enlightenment> .

Blair, William (2017) *The Vaccine Contest. Being an Exact Outline of the Arguments ... Respecting Cow-Pox Inoculation*. Cambridge, UK: Cambridge University Press  
ISBN: 9781108078023

“When English surgeon William Blair (1766–1822) embarked on his career, he became familiar with the devastation caused by smallpox in urban areas. The virus was lethal to more than a fifth of the people infected, and the rest were at risk of long-term complications. The first effective vaccine against the disease had been developed by Edward Jenner, who had been made aware that smallpox infection was uncommon among milkmaids who had been exposed to a milder form of pox contracted from cows. Although Jenner's vaccine was made available soon after its public announcement in 1798, the objections by various sceptics deterred many from embracing the procedure. In this 1806 pamphlet, Blair employs the format of a dialogue between an anxious parent and an ardent vaccination opponent to convince Londoners of the benefits offered by the new vaccine. His account is complemented by a report from the Royal Jennerian Society.”

More information at: <https://tinyurl.com/ybbem3w2>

Elliott, Kevin C. (2017) *A Tapestry of Values: An Introduction to Values in Science*. Oxford, UK, Oxford University Press. ISBN: 9780190260804

“The role of values in scientific research has become an important topic of discussion in both scholarly and popular debates. Pundits across the political spectrum worry that research on topics like climate change, evolutionary theory, vaccine safety, and genetically modified foods has become overly politicized. At the same time, it is clear that values play an important role in science by limiting unethical forms of research and by deciding what areas of research have the greatest relevance for society. Deciding how to distinguish legitimate and illegitimate influences of values in scientific research is a matter of vital importance.

“Recently, philosophers of science have written a great deal on this topic, but most of their work has been directed toward a scholarly audience. This book makes the contemporary philosophical literature on science and values accessible to a wide readership. It examines case studies from a variety of research areas, including climate science, anthropology, chemical risk assessment, ecology, neurobiology, biomedical research, and agriculture. These cases show that values have necessary roles to play in identifying research topics, choosing research questions, determining the aims of inquiry, responding to uncertainty, and deciding how to communicate information.

“Kevin Elliott focuses not just on describing roles for values but also on determining when their influences are actually appropriate. He emphasizes several conditions for incorporating values in a legitimate fashion, and highlights multiple strategies for fostering engagement between stakeholders so that value influences can be subjected to careful and critical scrutiny.” (From the publisher)



More information at: <https://global.oup.com/academic/product/a-tapestry-of-values-9780190260804?lang=en&cc=ro#>

Gau, Shan (2017) *The Meaning of the Wave Function. In Search of the Ontology of Quantum Mechanics*. Cambridge, UK: Cambridge University Press. ISBN: 9781107124356

'A thoughtful survey of the many issues arising from the question: does the quantum mechanical wave function represent physical reality? Gao's book will provoke stimulating discussions among physicists and philosophers of science.'

Stephen L. Adler, Institute for Advanced Study, Princeton, New Jersey

'The meaning of the wave function is a problem encountered by all students of quantum mechanics. The wave function is usually attributed just a probabilistic significance but might it have other characteristics - could it be a physical field? Gao's admirable book is the first to present a comprehensive analysis of this fundamental topic. Drawing upon recent thinking, the author presents a readable up-to-the-minute assessment of the various viewpoints on the significance of the wave function. The book provides an excellent introduction to this key area in the foundations of physics.' Peter Holland, University of Oxford

'This book discusses in great detail the fundamental problem of the conceptual and philosophical status of the quantum wave function. The remarkable deepness and completeness of the analysis and the objective style of the author when discussing divergent positions render the book a useful tool of investigation. I unrestrictedly recommend this work to all people interested in contributing to the most intriguing aspects of the measurement problem and the various obscure and debated aspects of quantum mechanics.'

GianCarlo Ghirardi, Università degli Studi di Trieste and International Centre for Theoretical Physics, Trieste

'The reality or unreality of the quantum wave function is a topic of lively debate in the foundations of quantum mechanics. In this thoughtful and thought-provoking book, Shan Gao offers nothing less than a novel realist interpretation of the wave function, as describing the propensities of particles undergoing random discontinuous motion. It is a book that everyone interested in the ongoing debates will want to take a look at.' Wayne Myrvold, University of Western Ontario

More information at: <https://tinyurl.com/y9ypqufl>

Jones, Alexander (2017) *A Portable Cosmos: Revealing the Antikythera Mechanism, Scientific Wonder of the Ancient World*. Oxford, UK: Oxford University Press. ISBN: 9780199739349.

"In 1901 divers salvaging antiquities from a Hellenistic shipwreck serendipitously recovered the shattered and corroded remains of an ancient Greek gear-driven device, now known as the Antikythera Mechanism. (...)

"A Portable Cosmos presents the Antikythera Mechanism as a gateway to understanding Greek astronomy and scientific technology and their place in Greco-Roman society and thought. Although the Mechanism has long had the reputation of being an object we would not have expected the ancient world to have produced, the most recent researches have revealed that its displays were designed so that an educated layman would see how astronomical phenomena were intertwined with one's natural and social environment. It was at once a masterpiece of the genre of wonder-working devices that mimicked nature by means concealed from the viewer, and a mobile textbook of popular science." (From the Publisher)

More information at: <https://global.oup.com/academic/product/a-portable-cosmos-9780199739349?lang=en&cc=ro#>

Radin, Joanna & Kowal, Emma (Eds.) (2017) *Cryopolitics: Frozen Life in a Melting World*. Cambridge, MA: The MIT Press. ISBN: 9780262338684

“As the planet warms and the polar ice caps melt, naturally occurring cold is a resource of growing scarcity. At the same time, energy-intensive cooling technologies are widely used as a means of preservation. Technologies of cryopreservation support global food chains, seed and blood banks, reproductive medicine, and even the preservation of cores of glacial ice used to study climate change. In many cases, these practices of freezing life are an attempt to cheat death. Cryopreservation has contributed to the transformation of markets, regimes of governance and ethics, and the very relationship between life and death. In *Cryopolitics*, experts from anthropology, history of science, environmental humanities, and indigenous studies make clear the political and cultural consequences of extending life and deferring death by technoscientific means.

“The contributors examine how and why low temperatures have been harnessed to defer individual death through freezing whole human bodies; to defer nonhuman species death by freezing tissue from endangered animals; to defer racial death by preserving biospecimens from indigenous people; and to defer large-scale human death through pandemic preparedness. The cryopolitical lens, emphasizing the roles of temperature and time, provokes new and important questions about living and dying in the twenty-first century.” (From the Publisher)

More information at: <https://mitpress.mit.edu/books/cryopolitics>

Authors of HPS&ST-related papers and books are most welcome to bring them to attention of the Note’s assistant editor, Paulo Maurício at [paulo.asterix@gmail.com](mailto:paulo.asterix@gmail.com) for inclusion in these sections.

## # Coming HPS&ST Related Conferences

September 12 – 14, 2017, Thinking about Space and Time: 100 Years of Applying and Interpreting General Relativity, Bern, Switzerland.

Details at: [http://www.philosophie.unibe.ch/news/spacetime2017/index\\_eng.html](http://www.philosophie.unibe.ch/news/spacetime2017/index_eng.html)

September 13-16, 2017, British Society for the History of Medicine Congress, Surgeons’ Edinburgh, UK.

Details at: <http://bshm.org.uk/>

September 14-16, 2017, Joseph Banks: Science, Culture and Exploration, London

Details at: <http://www.rmg.co.uk/work-services/what-we-do/learning-partnerships/joseph-banks-science-culture-and-remaking-indo-pacific-world>

September 18-20, 2017, Mathematics and Mechanics in the Newtonian Age: historical and philosophical questions, University of Sevilla, Institute of Mathematics

Details at: <https://gecomat1216.wordpress.com/>

- September 19-20, 2017, Get real!: Realism as a goal for the sciences and for HPS, University of Leeds, UK.  
More information at: [http://www.leeds.ac.uk/arts/info/40006/centre\\_for\\_history\\_and\\_philosophy\\_of\\_science/3060/get\\_real](http://www.leeds.ac.uk/arts/info/40006/centre_for_history_and_philosophy_of_science/3060/get_real)
- September 21-23, 2017, The 20th International Conference on Conceptual History  
University of Oslo, Norway.  
Details at: <https://tinyurl.com/jkycxg3>
- September 20-22, 2017, The Sixth Conference of the European Network for the Philosophy of the Social Sciences (ENPOSS), Kraków, Poland  
Details at: <http://uekwww.uek.krakow.pl/pl/uczelnia/wydzialy/wydzial-gospodarki-i-administracji-publicznej/wydzial/katedry/katedra-filozofii/enposs-2017.html>
- September 22-24, 2017, Contemplating Science, Medicine, and Technology: Past and Present Challenges, University of Münster, Germany  
Inquiries to: Philipp Osten [p.osten@uke.de](mailto:p.osten@uke.de)
- October 2-3, 2017, Metaphysics after the ‘Scientific Revolution’ (1687-1781), University of Bucharest, Institute for Research in the Humanities and the Faculty of Philosophy 017
- October 5-6, 2017, Bridging the Gap: Scientific Imagination Meets Aesthetic Imagination. Centre for Philosophy of Natural and Social Science, London School of Economics and Political Science  
Inquiries: Dr Fiora Salis [f.salis@lse.ac.uk](mailto:f.salis@lse.ac.uk)  
Details: [camille.paloque-berges@cnam.fr](mailto:camille.paloque-berges@cnam.fr) or [loic.petitgirard@cnam.fr](mailto:loic.petitgirard@cnam.fr)
- October 11-12, 2017, IDTC Second Summer School, Lille  
Details at: <http://summerschoollille2017.historyofscience.it/en/>
- October 13-15, 2017, Workshop for the History of Environment, Agriculture, Technology & Science (WHEATS), University at Albany, History Department  
Details at: <https://wheats2017.wordpress.com/>
- October 24-28, 2017, Masterclass on Galileo’s Methods of Investigation and Discovery, IRH-ICUB, University of Bucharest  
Details at: [humanities@icub.unibuc.ro](mailto:humanities@icub.unibuc.ro)
- October 26-27, 2017, Making sense of data in the sciences, Leibniz University, Hannover, Germany  
Details at: <https://dataintensivescience.wordpress.com/>
- October 30-31, 2017, The Structure of Scientific Revolutions, Durham University, UK.  
Details at: <http://community.dur.ac.uk/evaluating.realism/events.html>
- November 1-3, 2017, Contours of The Future: Technology and Innovation in Cultural Context, Peter the Great Saint-Petersburg Polytechnic University, Saint-Petersburg, Russia.  
Details: Natalia Nikiforova [futurecontour@gmail.com](mailto:futurecontour@gmail.com)
- November 2-4, 2017, Novembertagung on the History of Mathematics 2017. Theme: “Tools for research in mathematics, history and philosophy”, Brussels, Belgium.  
Details at: <http://css.au.dk/arrangerer/27th-novembertagung-on-the-history-of-mathematics/>
- November 9-12, 2017, Annual Meeting of The History of Science Society (HSS), Toronto, Ontario.  
Details at: <https://hssonline.org/meetings/2017-hss-annual-meeting/2017-annual-meeting-call-for-papers/>
- November, 17-18, 2017, 40th History of Technology Conference: Colors in Technology –

- Technology of Colors, Klostergut Paradies, Schlatt, Switzerland  
Contact: Franziska Eggimann at: [franziska.eggimann@georgfischer.com](mailto:franziska.eggimann@georgfischer.com)
- November 23-24, 2017, Workshop Vaccines: Values, Present and Past, Uppsala University.  
Details at: <http://medicalborders.se/>  
Contact: Morag Ramsey, [morag.ramsey@idehist.uu.se](mailto:morag.ramsey@idehist.uu.se)
- November 30-1, 2017, Funding bodies and late modern science. Utrecht University, Cultural History Research Group and Descartes Centre.  
Abstracts of 300 words should be submitted by 15 June 2017 and can be sent to Pieter Huistra at [p.a.huistra@uu.nl](mailto:p.a.huistra@uu.nl) or Noortje Jacobs at [Noortje.jacobs@maastrichtuniversity.nl](mailto:Noortje.jacobs@maastrichtuniversity.nl).
- December 7–9, 2017, Genealogies of Knowledge I: Translating Political and Scientific Thought across Time and Space, Manchester, UK  
Details at: <http://genealogiesofknowledge.net/2016/11/23/genealogies-knowledge-i-translating-political-scientific-thought-across-time-space/>
- January 5-8, 2018, Episteme 7, biennial conference, Homi Bhabha Centre for Science Education, Mumbai, India,  
Details at: <http://www.hbcse.tifr.res.in/episteme>
- January 15-17, 2018, 7th International Conference on The History of Medicine in Southeast Asia (HOMSEA), Ventiane, Lao People's Democratic Republic.  
Inquiries: [james.dunk@sydney.edu.au](mailto:james.dunk@sydney.edu.au)
- February 8-10, 2018, 4th Conference of the Public Philosophy Network: 'Understanding Impact'. University of North Texas  
Details at: <https://philosophyimpact.org/ppn2018/>
- March 1-2, 2018, "To Boldly Preserve: Archiving for the Next Half-Century of Space Flight", American Institute of Physics, College Park, Maryland.  
Information: Jonathan Coopersmith ([j-coopersmith@tamu.edu](mailto:j-coopersmith@tamu.edu)), Angelina Callahan ([angelina.callahan@nrl.navy.mil](mailto:angelina.callahan@nrl.navy.mil)), or Greg Good ([ggood@aip.org](mailto:ggood@aip.org))
- March 7-9, 2018, "Technologies of Frankenstein." Stevens Institute of Technology, Hoboken, NJ, USA  
Details at: <http://frankenstein2018.org/> CFP Deadline: 15 October 2017
- March 10-13, 2018, NARST annual conference, Atlanta, USA  
Details at: <http://www.narst.org/>
- March 15-17, 2018, Models and Simulations 8, University of South Carolina, USA  
For inquiries: Brandon Boesch [boeschb@gmail.com](mailto:boeschb@gmail.com) Deadline: 15 September 2017
- March 30-April 1, 2018, 13<sup>th</sup> Maghrebrian Colloquium on the History of Arabic Mathematics, Tunis City  
Information from Mahdi Abdeljaouad [mahdi.abdeljaouad@gmail.com](mailto:mahdi.abdeljaouad@gmail.com)
- April 6-7, 2018, Humanities for STEM: Using Archives to Bridge the Two Culture Divide, NYU Tandon School of Engineering in Brooklyn, NY.  
Inquiries: [humanitiesforSTEMsymposium@nyu.edu](mailto:humanitiesforSTEMsymposium@nyu.edu)
- June 16-26, 2018, The 6th UNILOG - World Congress and School on Universal Logic  
Details at: <http://www.uni-log.org>
- June 30 – July 2, 2018, 7<sup>th</sup> SPSP Congress, Ghent University, Belgium  
Details, Erik Weber, [Erik.Weber@UGent.be](mailto:Erik.Weber@UGent.be)
- August 29 – September 1, 2018, Society for Social Studies of Science – Transnational STS, Sydney, Australia  
[http://www.4sonline.org/item/4s\\_sydney\\_18\\_announced](http://www.4sonline.org/item/4s_sydney_18_announced)
- November 1-3, 2018, 26<sup>th</sup> Biannual Meeting of Philosophy of Science Association, Seattle, Washington and American History of Science Society.

Details at: <http://philsci.org/psa-biennial-meeting/psa2018-contact-information.html>

November 22-25, 2018, East Asian Association for Science Education, Biennial Conference, National Dong Hwa University, Hualien, Taiwan.

Details from: Dr Chia-Ling Chiang, [clchiang@mail.ndhu.edu.tw](mailto:clchiang@mail.ndhu.edu.tw)