

# George Washington Carver From Slave To Scientist Heroes Of History

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this work on science in the 20th century represents work in america europe and asia it includes such topics as the countries that have made the most significant contributions the relationship between science and industry and the

importance of instrumentation

tracing the continuities and trends in the complex relationship between literature and science in the long nineteenth century this companion provides scholars with a comprehensive authoritative and up to date foundation for research in this field in intellectual material and social terms the transformation undergone by western culture over the period was unprecedented many of these changes were grounded in the growth of science yet science was not a cultural monolith then any more than it is now and its development was shaped by competing world views to cover the full range of literary engagements with science in the nineteenth century this companion consists of twenty seven chapters by experts in the field which explore crucial social and intellectual contexts for the interactions between literature and science how science affected different genres of writing and the importance of individual scientific disciplines and concepts within literary culture each chapter has its own extensive bibliography the volume as a whole is rounded out with a synoptic introduction by the editors and an afterword by the eminent historian of nineteenth century science bernard lightman

scientists regularly employ historical narrative as a rhetorical tool in their communication of science yet there's been little reflection on its effects within scientific communities and beyond science between myth and history begins to unravel these threads of influence the stories scientists tell are not just poorly researched scholarly histories they are myth histories a chimeric genre that bridges distinct narrative modes this study goes beyond polarizing questions about who owns the history of science and establishes a common ground from which to better understand the messy and lasting legacy of the stories scientists tell it aims to stimulate vigorous conversation among science practitioners scholars and communicators scientific myth histories undoubtedly deliver value coherence and inspiration to their communities they are tools used to broker scientific consensus resolve controversies and navigate power dynamics yet beyond the explicit intent and rationale behind their use these narratives tend to have great rhetorical power and social agency that bear unintended consequences this book unpacks the concept of myth history and explores four case studies in which scientist storytellers use their narratives to teach build consensus and inform the broader public from geo politically informed quantum interpretation debates to high stakes gene editing patent disputes these case studies illustrate the implications of storytelling in science science between myth and history calls on scientists not to eschew writing about their history but to take more account of the stories they tell and the image of science they project in this time of eroding common ground when many find themselves dependent on yet distrustful of scientific research this book interrogates the effects of mismatched dissonant portraits of science

feminist cultural studies of science and technology challenges the assumption that science is simply what scientists do say or write it shows the multiple and dispersed makings of science and technology in everyday life and popular culture this first major guide and review of the new field of feminist cultural studies of science and technology provides readers with an accessible introduction to its theories and methods documenting and analyzing the recent explosion of research which has appeared under the rubric of cultural studies of science and technology it examines the distinctive features of the cultural turn in science studies and traces the contribution feminist scholarship has made to this development interrogating the theoretical and methodological features it evaluates the significance of this distinctive body of research in the context of concern about public attitudes to science and contentious debates about public understanding of and engagement with science

a junior library guild gold standard selection in john himmelman s early chapter book series albert hopper is a frog and a science hero he seeks to explore the world and beyond generating laughs and imparting stem wisdom as he goes albert hopper science hero is on a mission to travel to the center of the earth with his wormlike ship wiggles and the help of his niece and nephew trusty junior science heroes polly and tad hopper is ready to go where no frog has gone before thick layers of rock and rubble tunnels of lava and temperatures of 6 000 degrees stand between our heroes and their prize will they make it find out in this funny and informative adventure

researchers agree that schools construct a particular image of science in which some characteristics are featured while others end up in oblivion the result is that although most children are likely to be familiar with images of heroic scientists such as einstein and darwin they rarely learn about the messy day to day practice of science in which scientists are ordinary humans surprisingly the process by which this imagination of science in education occurs has rarely been theorized this is all the more remarkable since great thinkers tend to agree that the formation of images imagination is at the root of how human beings modify their material world hence this process in school science is fundamental to the way in which scientists being the successful agents in of science education actually create their own scientific enterprise once they take up their professional life one of the first to examine the topic this book takes a theoretical approach to understanding the process of imagining science in education the authors utilize a number of interpretive studies in both science and science education to describe and contrast two opposing forces in the imagination of science in education epicization and novelization currently they argue the imagination of science in education is dominated by epicization which provides an absolute past of scientific heroes and peak discoveries this opens a distance between students and today s scientific enterprises and contrasts sharply with the wider aim of science

education to bring the actual world of science closer to students to better understand how to reach this aim the authors offer a detailed look at novelization which is a continuous renewal of narratives that derives from dialogical interaction the book brings together two hitherto separate fields of research in science education psychologically informed research on students images of science and semiotically informed research on images of science in textbooks drawing on a series of studies in which children participate in the imagination of science in and out of the classroom the authors show how the process of novelization actually occurs in the practice of education and outline the various images of science this process ultimately yields

they were mad of course or evil or godless amoral arrogant impersonal and inhuman at best they were well intentioned but blind to the dangers of forces they barely controlled they were faust and frankenstein jekyll and moreau caligari and strangelove the scientists of film and fiction cultural archetypes that reflected ancient fears of tampering with the unknown or unleashing the little understood powers of nature in from faust to strangelove roslyn haynes offers the first detailed and comprehensive study of the image of the scientist in western literature and film from medieval images of alchemists to present day depictions of cyberpunks and genetic engineers

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