THE THIRD INTERNATIONAL CONFERENCE ON

SCIENCE in society

5–7 August 2011

The Catholic University of America
Washington DC, USA

www.scienceinsocietyconference.com

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THIRD INTERNATIONAL CONFERENCE ON SCIENCE IN SOCIETY

LETTER FROM DR. BILL COPE

Dear Conference Delegates,

Welcome to the Third International Conference on Science in Society at The Catholic University of America. The conference examines the social impacts of science, the values and ethics of science, the pedagogies of science, the knowledge-making processes of science, the politics of science and the economics of science. At first glance, the scope and concerns of the conference are enormous. However, in contrast to conferences with a specialist disciplinary focus, this conference aims to explore, in an interdisciplinary spirit, linkages between different areas o social concern and practices of scientific investigation.

The inaugural Science in Society Conference was held at the University of Cambridge, in the UK, and in 2010 the Science in Society Conference was held in Madrid, Spain. We will meet annually in different locations around the world and publish papers from the conference in The International Journal of Science in Society (www.ScienceinSocietyJournal.com). It is a great honor to hold the Third International Science in Society Conference at The Catholic University of America. The 2012 Science in Society Conference will be held at the University of California, Berkeley, USA.

In addition to the Science in Society Conference, Common Ground also hosts conferences and publishes journals in other areas of critical intellectual human concern, including diversity, learning, sustainability, technology and the interdisciplinary social sciences, to name several. Our aim is to create new forms of knowledge community, where people meet in person and also remain connected virtually, making the most of the potentials for access using digital media. We are also committed to creating a more accessible, open and reliable peer review process. Alongside opportunities for well-known academics, we are creating new publication openings for academics from developing countries, for emerging scholars and for researchers from institutions that are historically teaching-focused. We invite you to join our online conversation by subscribing to our monthly email newsletter, and subscribe to our Facebook, RSS, or Twitter feeds at http://science-society.com.

Thank you to everyone who has put such a phenomenal amount of work into preparing for this conference. I would like to thank my Common Ground Colleagues, including Audrey LeGrande, Izabel Szary, Jamie Burns and Homer (Tony) Stavely.

We wish you all the best for this conference, and hope it will provide you every opportunity for dialogue with colleagues from around the corner and around the world.

Yours Sincerely,

Bill Cope, Director, Common Ground Publishing
Research Professor, Dept. of Educational Policy, Organization and Leadership
University of Illinois, Urbana-Champaign, USA

SCIENCE IN SOCIETY CONFERENCE AND JOURNAL INTERNATIONAL ADVISORY BOARD

SUPPORTERS

Forum for the Future of Public Education, University of Illinois, Urbana-Champaign, USA

CONFERENCE SECRETARIAT

GRADUATE SCHOLAR RECIPIENTS

Maurya Delgado
Maurya is an anthropology masters student at the University of Louisville. Her emphasis has been in medical anthropology and bioarchaeology. During her undergraduate career she studied forensic science which led to study in physical anthropology. As a graduate student she began investigating bioethics and the human body. Her initial question was how physical anthropologists should work with human remains; essentially what ethical guidelines should be in place for her profession. This work has grown into a masters thesis on the commodification of human remains over time and the change in human understandings of the body. Part of this work will be presented at this conference. Outside of class she has been a volunteer at the University of Louisville Archaeology Laboratory and has been planning her late September wedding.

Heidi Pina-Gasca
Heidi is doing a PhD in Sociology within an interdisciplinary research project called “Energy Cultures” at the Centre for the Study of Agriculture, Food, and Environment (CSAFE).With a background that comprises anthropological sciences and education, her research interests fall into three areas: Tertiary Education Research – particularly interested in the local configurations of internationally applied socio -constructivist pedagogical models; Societal implications of energy transitions; and multi-level adaptive governance of environmental initiatives.

Faseeha Sheriff
My name is Faseeha Sheriff. My academic background includes a B.Sc in Science Honors Specialization Genetics from University of Western Ontario, B.A in Arts Honors Specialization Political Philosophy from University of Western Ontario, B.A in Arts Honors Specialization Political Science and Ethics also from University of Western Ontario and M.A in Arts from Memorial University Specialization Political Philosophy.

Judy Tang
Judy Tang is a Ph.D. candidate in the Department of Education at the University of New Hampshire (specialized area: Curriculum & Instructions/Teacher Education). Her dissertation will focus on student academic engagement in intellectually demanding classroom environments and its relation to student achievement on mathematics/science assessments. Her research interests include student achievement motivation, student engagement in classroom contexts, and the socio-cultural nature of student academic identity. Judy also performs secondary data analysis on national and international large-scale data sets examining relationships between various student-level variables (i.e. demographics, attitude about school, course-taking patterns), school-level variables (i.e. school climate, socioeconomic status, availability of resources), and achievement. She holds a B.S. in Applied Psychology from the Georgia Institute of Technology and a M.S. in Educational Psychology from Georgia State University.

Lisette Torres
Lisette Torres is currently pursuing a Ph.D. in Higher Education with a concentration in Social Justice in the Department of Educational Leadership and Policy Studies (ELPS) at Iowa State University. She received her B.A. from Lehigh University, double-majoring in Religion Studies and Earth and Environmental Science. She obtained her M.S. in Zoology from Miami University, where she conducted research on animal-mediated nutrient cycling in a Midwestern reservoir and climate change in freshwater lakes. Witnessing inequities in the sciences and in academia in general spurred her interest in issues of social justice. As a former ecologist and as a woman of color, she is especially passionate about research regarding (1) gender and racial equity in academia, (2) scientific culture and socialization, (3) the recruitment and retention of students of color in higher education and the sciences, and (4) the history of access to higher education for Puerto Rican women. She hopes that her research will shed light on how scientists, institutions of higher education, and funding agencies can change organizational culture and behavior and can construct diversity initiatives that truly promote equity.

2011 SCIENCE IN SOCIETY CONFERNECE PLENARY SPEAKERS

Stephen J. DeCanio
Stephen J. DeCanio is Professor of Economics, Emeritus, University of California, Santa Barbara. Much of Professor DeCanio's research has dealt with global environmental protection. He has written about both the contributions and misuse of economics to debates over long-run policy problems such as climate change and stratospheric ozone layer protection. Professor DeCanio has written extensively on corporate organization and behavior as it pertains to the adoption of energy-efficient technologies. His most recent book, Economic Models of Climate Change: A Critique (Palgrave-Macmillan, 2003) discusses some of the limitations of conventional general equilibrium models when applied to climate policy. His current research focuses on the consequences of the limits of computation for social theory. From 1986 to 1987 DeCanio was Senior Staff Economist at the President's Council of Economic Advisers. He has been a member of the United Nations Environment Programme's Economic Options Panel, which reviewed the economic aspects of the Montreal Protocol on Substances that Deplete the Ozone Layer, and served as Co-Chair of the Montreal Protocol's Agricultural Economics Task Force of the Technical and Economics Assessment Panel. He participated in the Intergovernmental Panel on Climate Change that shared the 2007 Nobel Peace Prize, and was a recipient of the Leontief Prize for Advancing the Frontiers of Economic Thought in 2007. In 1996 he received a Stratospheric Ozone Protection Award, and in 2007 a "Best of the Best" Stratospheric Ozone Protection Award, from the U.S. Environmental Protection Agency. Professor DeCanio was Director of the UCSB Washington Program from 2004 to 2009. He is a member of the E3 Network (Economics for Equity and the Environment), and has contributed to RealClimateEconomics.org.

Sandra Hanson
Professor of Sociology and Research Fellow at Institute for Policy Research and Catholic Studies, The Catholic University of America. Dr. Hanson's research examines the gender structure of educational and occupational systems in a comparative context. Her work has been supported by grants from the National Science Foundation. Dr. Hanson has authored numerous research articles appearing in journals including, *Public Opinion Quarterly, Sociology of Education, Journal of Women and Minorities in Science and Engineering*, and *European Sociological Review*. Her book *Swimming Against the Tide: African American Girls in Science Education* (Philadelphia: Temple University Press: 2009) examines the experiences of African American girls in the science education system. Dr. Hanson's earlier book, *Lost Talent: Women in the Sciences* (Temple University Press: 1996), was a culmination of her research on the loss of talented young women in the science pipeline.

Chris Impey
Chris Impey is a University Distinguished Professor and Deputy Head of the Department, in charge of all academic programs. His research interests are observational cosmology, gravitational lensing, and the evolution and structure of galaxies. He has 160 refereed publications and 60 conference proceedings, and his work has been supported by $20 million in grants from NASA and the NSF. As a professor, he has won eleven teaching awards, and he has been heavily involved in curriculum and instructional technology development. Impey is a past Vice President of the American Astronomical Society. He has also been an NSF Distinguished Teaching Scholar, a Phi Beta Kappa Visiting Scholar, and the Carnegie Council on Teaching's Arizona Professor of the Year. Impey has written over thirty popular articles on cosmology and astrobiology and co-authored two introductory textbooks. His first popular book "The Living Cosmos," was published in 2007 by Random House, and his second, called "How It Ends," was published in 2010 by Norton. He was a co-chair of the Education and Public Outreach Study Group for the Astronomy Decadal Survey of the National Academy of Sciences. In 2009 he was elected a Fellow of the American Association for the Advancement of Science.

Fred D. Ledley
Fred D. Ledley, M.D. is Professor and Chair of the Department of Natural and Applied Sciences at Bentley College, in Waltham, MA. A recognized opinion leader in the integration of molecular and genomic science with medicine, business, society, and education, he has authored >150 papers and numerous patent applications in fields ranging from molecular and human genetics and gene therapy to bioethics and biopharmaceutical development. He served on the faculty of the Baylor College of Medicine and the Howard Hughes Medical Institute and also has extensive experience in the biopharmaceutical industry as the founder and senior executive of several pioneering companies in the areas of gene therapy and personalized medicine. He has served on the Board of Directors of the Massachusetts Biotechnology Council, the Board of Overseers of Boston Children's Hospital, as an organizer for an NIH-funded "Genetics, Religion, and Ethics" program and as Core Scholar of the New Visions of Nature, Science, and Religion program at UC Santa Barbara. At Bentley University, he teaches Futurism, Human Biology, and the Management of Technology, and leads a research program focused on accelerating the pace of translating scientific discoveries for public benefit. His first novel Sputnik's Child, to be published in the fall, recalls the events that shaped the ideas and lives of the baby boom generation and laid the groundwork for an age of technology and its challenges.

ABOUT THE CONFERENCE

SCOPE AND CONCERNS

The International Conference on Science in Society and its companions *The International Journal of Science in Society*, Book Imprint and News Weblog provide an interdisciplinary forum for the discussion of the past, present and future of the sciences. Contributions range from broad theoretical, philosophical and policy explorations, to detailed case studies of particular intellectual and practical activities at the intersection of science and society.

The conference and publications are located in a time of significant change in public and professional understandings of the relations between science and society.

MODERN SCIENCE, CONVENTIONALLY UNDERSTOOD
Conventional, modern science has had a number of characteristic features, which remain resilient today, but which are now also increasingly coming under challenge. Conventional science is about the physical-natural world, relatively autonomous of the social world. It is disinterested, striving to be independent of human agendas, values and interests. Its methods are consistent, stable and replicable, allowing the objective phenomena of the natural-physical world, external to human understanding, more or less to speak for themselves. It circulates its knowledge making practices amongst initiates to a self-enclosed discipline—an exclusive institutional, methodological and discursive space accessible only to participants who have been duly apprenticed as learners and passed disciplinary tests. And the connections between science and the everyday lifeworld are primarily through a unilinear, transmission model, from basic to applied science and from science to technology. Evaluations of social impacts are incidental, or the beginnings of new lines of research rather than an integral to systemic feedback at the core of the scientific endeavour itself.

CHANGING SCIENCE: TOWARDS GREATER SOCIAL ENGAGEMENT
The Science in Society Conference, Journal, Book Imprint and News Weblog recognize the strengths, power and historic achievements of modern science in its conventional public and professional forms and self-understandings. However, they also explore the emergence in recent times of a more socially engaged science. This is a socially reflexive science, a science which reciprocates its understandings of the natural-physical word with the social world. It is a more open and dynamic science.

Here are some key propositions about the relations of science and society in a new, reciprocal science:

Society is deeply intertwined with science. Clear-cut and definitive separations cannot be made between the social-human and the natural-physical. This is both an epistemological proposition (our knowing the natural-physical world) and an ontological one (our being of and in the natural-physical world). Our methods may deceive when they purport to represent external phenomena in an unproblematic way.

Science is intrinsically interested. At its most cogent and most productive, science is engaged, responsible and accountable to the social world. It is integrally linked to agendas, interests, values and ethical stances. These need to be declared and exposed to examination, just as much as science's propositions about the character of the natural-physical world itself. A constant and searching investigation of human interests goes to the heart of the question of the social credibility and ongoing viability of science.

Science's methods are as humanist as they are objectivist. The methods of science must test the human-social context of knowing as much as they do knowable realities in the natural-physical world. Reciprocal science provides a full account of the conditions of knowing, not only in the microdynamics of observation, induction and calculation in relation to the natural-physical but also the broader social contexts of agenda-setting, risk assessment and application.

Interested, reciprocal science is increasingly interdisciplinary. The most pressing questions of our times—sustainability, climate, health, well-being, to name just a few of the great contemporary human interests—require holistic answers. Scientists need to cross disciplinary boundaries to answer them, not only the various disciplines amongst the sciences, but also the social sciences, humanities and professions. Scientists routinely cross disciplinary boundaries, and they need to do so if they are to have a science which changes the world, albeit in small and incremental ways much of the time, and maybe also in potentially big ways.

A dynamic, socially engaged science must be an open science. It must not favour particular geographic, national or cultural centres. It must not be skewed by demographic closures which restrict access for some kinds of potential participant. It will cross many sites of knowledge making, some conventional and some new: companies, communities, schools, non-government organisations, the public sector, informally self-constituted groups. It must be decentralised in its locations and distributed in its modes of operation.

It must be pluralistic, tolerant of paradigm clashes and open to new disciplinary and interdisciplinary practices. It must be collaborative in its spirit, bringing together cross-disciplinary teams marked by the complementarity of their differences. It must be as equitable and fair as it is rigorous in its modes of evaluation of intellectual quality and practical applicability.

Reciprocal science is subject-driven as well as object-oriented. Rather than being primarily investigator-instigated as has been conventionally the case in modern science, the new science should equally start with social questions that beg scientific investigation of natural-physical phenomena and their human context. This will require a change in the balance of agency between the lay public and the scientific expert, blurring the boundaries of where scientific questions are raised, how they are addressed and where they are answered.

Reciprocal science is more powerfully recursive. The knowledge system of reciprocal science is enabled in part by new technologies and social processes of scientific communication. Peer review is opened out, its criteria more explicitly stated rather than embedded in implicit professional and network-bound processes. The review process becomes more reflexive and responsive in its rating and moderation systems. Scientific writers and readers come from a wider variety of places, and evaluation of scientific worth without is without prejudice to the geographical or institutional source of scientific knowledge-making. Science and scientists are exposed to a wider public, and for that become more accountable.

None of this is to say that that the newer, socially engaged science is unequivocally good. The more conventional modern science in still has a role to play in many places, and is not without its peculiar merits. Although the Conference and its associated publication venues are future-oriented and agenda-setting, they do not assume a partisan position, supporting new kinds of science unequivocally against conventional science. Rather, they are an open forum for debate. In moments of resolution of this debate, participants might be able to decide what of conventional disciplinary science that we want to preserve and what we might want to renovate.

Whichever model of science we chose to practice, one thing likely can be agreed. Science faces great challenges in these times. These are not only to be understood in terms of the depths and breadths of the questions it is expected to address. But science also faces a dialectic in which there seems simultaneously to be greater public trust in science yet greater scepticism about its costs and benefits.

THEMES

SPECIAL THEMES:

- Education Social Scientists today.
- Social sciences in the universities under transformation.
- Social sciences/humanities/natural sciences: new rules of delimitation.
- Social problems and social issues in postmodernity: the end of social theory?

THEME 1: THE SOCIAL IMPACTS OF SCIENCE

- Applied and basic science: what are the connections?
- From science to technology: concepts, methods, practices.
- Design practices: putting science to work.
- Science in the service of the social: the processes of problem definition and problem solving.
- Science that changes the world: how do we address the key challenges of our times - sustainability, climate change, health, poverty?
- Social-systematic biases in science? Gender, class, race, ethnicity and disability in science.
- The natural-physical and the social: what is the distinction?

THEME 2: THE VALUES, ETHOS AND ETHICS OF SCIENCE

- What are the core values of science?
- Socially engaged, responsible, accountable science.
- The ethics of science and the values of scientists.
- Academic freedom, research integrity and social responsibility.
- Specific ethical issues: bioethics, medical ethics, environmental ethics.
- Human and animal subjects in scientific research.
- Science and religion.
- Diversity in science: negotiating paradigms and ideological divergence.

THEME 3: THE PEDAGOGIES OF SCIENCE

- Science at school: how children learn the values, practices and content knowledge of science.
- Education and miseducation: controversies and 'balance' in science curricula.
- Science apprenticeships: technical, professional, university and postgraduate education in science.
- Community education in science: connecting lay & expert discourses through the media, museums & the public culture.
- Science learning and teaching in popular media.

THEME 4: THE KNOWLEDGE SYSTEMS OF SCIENCE

- Social perspective and objectivity in science.
- Communicating discovery: publishing in the scientific community.
- The social moderation and validation of science: changing systems and processes of peer review.
- The globalisation of science.
- Scientific paradigms and social ideologies.
- Indigenous, traditional and popular science.
- The social in science work: teams, collaborations, disciplinary and cross-disciplinary groupings.
- Sites of scientific work: new and emerging sites of knowledge production.
- Modes of knowledge dissemination: traditional, electronic and open access publication channels.
- Modes of knowledge synthesis: data mining, disaggregation and reaggregation.
- User-focused science and participatory research.
- Interdisciplinary practices across social and physical sciences.

THEME 5: THE POLITICS OF SCIENCE

- Government in science: policy, politics, lobbying, funding.
- Public accountability for science: why, how and to what effect?
- Who are the stakeholders of science?
- Public communication of science.
- Science and 'controversy': politics and ideology in 'truth' claims.

THEME 6: THE ECONOMICS OF SCIENCE

- Returns on public investment in science.
- Science in the 'knowledge economy'.
- Science and 'innovation'.
- National competitiveness and scientific league tables.
- Measuring scientific outputs.
- Selling science: markets for scientific knowledge.
- Private science: science as a business.
- Intellectual capital: measuring the value of science.

STREAMS

- Applied Science
- History and Philosophy of Science
- Science Ethics
- Science Pedagogy
- The Knowledge Systems of Science
- The Politics and Economics of Science

SESSIONS

SESSION GUIDELINES

CHAIRING OF PARALLEL SESSIONS
Common Ground usually provides graduate students to chair all of the parallel sessions. If you wish, you are welcome to chair your own session, or provide your own chair or facilitator for your session. The chair's role is to introduce the presenter and keep the presentation within the time limit.

PROGRAM CHANGES
Please see the notice board near the Conference registration desk for any changes to the printed program (e.g., session additions, deletions, time changes, etc.). If a presenter has not arrived at a session within 5 minutes of the scheduled start time, we recommend that participants join another session. Please inform the registration desk of 'no-shows' whenever possible.

SESSION TYPES

PLENARY
Plenary sessions, by some of the world's leading thinkers, are 30 minutes in length. As a general rule, there are no questions or discussion during these sessions. Instead, plenary speakers answer questions and participate in discussions during their Garden Conversation sessions (see below).

GARDEN CONVERSATIONS
Garden Conversations are unstructured 60-minute sessions that allow delegates a chance to meet plenary speakers and talk with them informally about the issues arising from their presentation. When the venue and weather allow, we try to arrange for a circle of chairs to be placed outdoors.

PAPER (30-minute)
Thirty-minute paper sessions provide participants the opportunity to make a formal 15-minute presentation on their intellectual work (be that research, theory, practice or aesthetic work), followed by 15 minutes of audience interaction. The formal, written paper will be available to participants if accepted to the Journal.

WORKSHOP (60-minute)
Sixty-minute workshop sessions involve extensive interaction between presenters and participants around an idea or hands-on experience of a practice. These sessions may also take the form of a crafted panel, staged conversation, dialogue or debate – all involving substantial interaction with the audience. A single article (jointly authored, if appropriate) may be submitted to the Journal based on a workshop session.

COLLOQUIM (90-minute)
Ninety-minute colloquium sessions consist of five or more short presentations with audience interaction. A single article or multiple articles may be submitted to the Journal based on the content of a colloquium session.

VIRTUAL PRESENTATION
Virtual presentations are papers submitted without the participant attending the Conference in person, but are eligible to be refereed and published (if accepted) in the Journal. A virtual presentation allows participants to join the Conference community in the following ways:

- The Conference proposal will be listed in the Session Descriptions of the Conference. Acceptance of a Conference proposal for a virtual participant is based on the same criteria as that for an attending participant.
- The full paper may be submitted to the Journal. The Journal paper submission will be refereed against the same criteria as attending participants. If accepted, the paper will be published in the same volume as Conference participants from the same year.
- Online access to all papers published in the Journal from the time of registration until one year after the Conference end date.

TALKING CIRCLES
Talking circles are meetings of minds, often around points of difference or difficulty. They are common in indigenous cultures. The inherent tension of these meetings is balanced by protocols of listening and respect for varied viewpoints. From this, rather than criticism and confrontation, productive possibilities may emerge.

The Purpose of Talking Circles in this Conference
The purpose of the Talking Circles is to give shape to a conference that is wide-ranging in its scope and broad-minded in its interests. They also give people an opportunity to interact around the key ideas of the Conference away from the formalities of the plenary, paper, workshop and colloquium sessions. They are places for the cross-fertilisation of ideas, where cycles of conversation are begun, and relationships and networks formed.

Talking Circles are not designed to force consensus or even to strive towards commonality. Their intention is, in the first instance, to find a common ground of shared meanings and experiences in which differences are recognised and respected.

Their outcome is not closure in the form of answers, but an openness that points in the direction of pertinent questions. The group finally identifies axes of uncertainty that then feed into the themes for the Conference of the following year.

How Do They Work?
The Talking Circles meet for two 45-minute sessions during the Conference, and the outcomes of each Talking Circle are reported back to the whole Conference in the closing plenary session. They are grouped around each of the Conference streams and focus on the specific areas of interest represented by each stream. Following is the Talking Circles outline that is currently in use, but we welcome feedback and suggestions for improvement from participants.

- Talking Circle 1 (45 minutes): Who Are We? What is our common ground?
- Talking Circle 2 (45 minutes): What is to be done?
- Closing Plenary: Talking Circles report back.

It is important to note that each Talking Circle may be organised in any way that members of the group agree is appropriate. They may be informal and discursive, or structured and task-oriented. Each Talking Circle group has a facilitator.

The Role of the Facilitator
The facilitator must be comfortable with the process of thinking 'out of the square' and also embracing multiple and diverse scenarios. The process is one of creating a kind of collective intelligence around the stream. The facilitator should shape a conversation that is open to possibilities and new lines of inquiry or action; they should embody a spirit of openness to new knowledge rather than the closure of advocacy. The facilitator is required to keep a record of the main discussion points. These points need to be summarised for the closing plenary session at the Conference.

Possible Session Contents - Suggestions to Assist Facilitators
Talking Circle 1 (45 minutes): Who are we?

- Orientation: members of the group briefly introduce themselves.
- What could be the narrative flow of the Talking Circle sessions?
- What could be the outcomes of the work of this group and its contribution to the closing plenary session, the Journal and the Conference as a whole (including the themes for next year's conference)?
- Assessing the landscape, mapping the territory: What is the scope of our stream? Do we want to rename it?
- What are the burning issues, the key questions for this stream?
- What are the forces or drivers that will affect us as professionals, thinkers, citizens, and aware and concerned people whose focus is this particular stream?
- Where could we be, say, ten years hence? Scenario 1: optimism of the will; Scenario 2: pessimism of the intellect.

Talking Circle 2 (45 minutes): What is to be done?
What are our differences?

- The setting: present and imminent shocks, crises, problems, dilemmas - what are they and what is the range of responses?
- What are the cleavages, the points of dissonance and conflict?
- What are the dimensions of our differences (1)? Politics, society, economics, culture, technology, environment.
- What are the dimensions of our differences (2)? Persons, organisations, communities, nations, the global order.

What is our common ground?

- Where are the moments of productive diversity?
- What are the bases for collaboration (1)? Politics, society, economics, culture, technology, environment.
- What are the bases for collaboration (2)? Persons, organisations, communities, nations, the global order.
- Alternative futures: outline several alternative scenarios.
- What are the forces that drive in the direction of, or mitigate against, each scenario?

What is to be done?

- What's been coming up in the parallel sessions in this stream since the last Talking Circle?
- What is the emerging view of the future?
- Can we foresee, let alone predict alternative futures?
- Looking back a decade hence, what might be decisive or seminal in the present?
- Scenarios: can we create images of possibility and agendas for robust alternative futures?
- Directions: conventional and unconventional wisdoms?
- Strategies: resilience in the face of the inevitable or creative adaptation?
- What could be done: review the scenarios developed in Talking Circle 1.
- Axes of uncertainty: working towards the right questions even when there's no certainty about the answers.

Closing Plenary: 15-minute contribution to the closing plenary by the Talking Circles Co-ordinator based on summaries provided by each Talking Circle.

PROGRAM

CONFERENCE DINNER AND TOURS

EVENING BUS TOUR OF WASHINGTON DC - FRIDAY, 5 AUGUST 2011, 6:30PM (18:30)
This 2. 5 hour tour will start at the Holiday Inn Central/White House 1501 Rhode Island Avenue, NW Washington, DC 20005 at 6:30pm and include city highlights: Capitol Hill, the White House, Kennedy Center, National Cathedral, WW II Memorial, Jefferson, Lincoln, Korean, Vietnam, and Marine Core Memorials.

Optional hops off the bus to take pictures and see the beautiful buildings and memorials up close will be offered along the way. Light clothing and comfortable shoes are recommended.

Tour will be led by licensed tour guide, and clients will travel in the comfort of an air conditioned 32 passenger mini bus with professional driver. Bottled water will be provided.

CONFERENCE DINNER - SATURDAY, 6 AUGUST 2011, 6:00PM (18:00)
Dine with plenaries and delegates at Firefly, the quintessential urban neighborhood restaurant, is a down-to-earth place where the casual vibe is heightened by the mouth watering cuisine. The interior takes its cue from the restaurants commitment to environmental sustainability. From the salvaged barnwood tables to the recycled wine bottle glassware, there are countless touches that speak to the message; reduce, reuse, recycle. Menu items are simple, clean flavors and seasonal products from local farmers and purveyors.

Firefly
1310 New Hampshire Avenue, NW
Washington, DC 20036

PLENARY AND GARDEN SESSIONS

Friday, 5 August

Sandra Hanson, The Catholic University of America, Washington DC, USA
PLENARY SESSION: 9:30-10:05
GARDEN SESSION: 11:40-12:40

Chris Impey, University of Arizona, Tucson, USA
PLENARY SESSION: 10:05-10:40
GARDEN SESSION: 11:40-12:40

Saturday, 6 August

Stephen DeCanio, University of California, Santa Barbara, USA
PLENARY SESSION: 9:30-10:05
GARDEN SESSION: 10:20-11:20

Sunday, 7 August

Fred Ledley, Bentley College, Walthan, USA
PLENARY SESSION: 9:30-10:05
GARDEN SESSION: 10:20-11:20

Friday, 05 August		
8:00-9:00	**REGISTRATION DESK OPEN**	
9:00-9:30	**CONFERENCE OPENING – Homer Stavely, Kathryn Weisbaum,** *Common Ground, USA*	
9:30-10:05	**PLENARY SESSION - Sandra Hanson,** *The Catholic University of America***,** *USA* **"Science for All :Gender, Race, and Science"**	
10:05-10:40	**PLENARY SESSION - Chris Impey,** *University of Arizona, USA* **"Science Literacy among Undergraduates: A Twenty-Year Survey of Knowledge and Attitudes "**	
10:40-10:55	**COFFEE BREAK**	
10:55-11:40	**TALKING CIRCLES** (Streams listed below)	
Room 1	*Stream: Applied Science*	
Room 2	*Stream: History and Philosophy*	
Room 3	*Stream: Science Ethics*	
Room 4	*Stream: The Knowledge Systems of Science, Science Pedagogy*	
Room 5	*Stream: The Politics and Economics of Science*	
11:40-12:45	**PARALLEL SESSIONS**	
	11:40-12:10	12:15-12:45
Room 1	**The Comparative Effects of Organic Manures and Inorganic Fertilizer on the Growth and Yield of Celosia argentea L.** ***Dr. Benjamin Oluwole Akinyele****, Department of Crop, Soil and Pest Management, The Federal University of Technology,* ***Dr. Olaiya Peter Aiyelari****, Akure,* ***Olaitan Abimbola Adeleke****, Technical Services, OndoState Agricultural Development Project, Nigeria* *Overview*: The effects of organic manures and inorganic fertilizer on the soil chemical properties and the growth and yield of Celosia argentea will be investigated. *Stream: Applied Science*	**Contrasting North American and European Perspectives on Climate Change** ***Prof. David R. Klein****, Institute of Arctic Biology Department of Biology and Wildlife, University of Alaska Fairbanks, Fairbanks, USA* *Overview*: North American and European views on global climate change with focus on Alaska, Norway, and Portugal. *Stream: Applied Science*
Room 2	**Interdisciplinary Teaching: Confessions of a "Biologian"** ***Dr. Spencer S. Stober****, Graduate Studies,* ***Dr. Donna Yarri****, Arts and Sciences Department of Humanities, Alvernia University, Reading, USA* *Overview*: This paper will offer pedagogical suggestions for the interdisciplinary teaching of the ethical, legal, and social implications of emerging genetic technologies. *Stream: Science Pedagogy*	**Learning Science through Work Experience: Ciencia Viva Science Internships Program for Senior Secondary School Students** ***Dr Carlos Catalão Alves****, Ciencia Viva - National Agency for Scientific and Technological Culture, Lisbon, Portugal* *Overview*: Learning science at the workplace. A contribution of the scientific community for young student science education and scientific culture. *Stream: Science Pedagogy*
Room 3	**Excess Deaths during the Years 1931-1940 in the United States, as Calculated by Methods Used to Determine the Excess Mortality from the 1931-1932 Ukraine Famine** ***Dr. Mitchell S Wachtel****, Department of Pathology Department of Mechanical Engineering, Texas Tech University & Texas Tech University Health Sciences Center, Lubock, USA* *Overview*: Difficulties with using population statistics, as was done with the Ukraine 1931-1932 famine, are limned by the use of similar calculations with US census data. *Stream: Science Ethics*	**Was Darwin a Social Darwinist?** ***Jean-Michel Yvard****, English Department, University of Angers, Angers, France* *Overview*: This paper is about the role that Darwin granted to natural selection in human societies and the intense debate that it has engendered in recent years. *Stream: Science Ethics*

FRI	**PARALLEL SESSIONS**		
	11:40-12:10	12:15-12:45	
Room 4	**Ways of Knowing and Complex Adaptive Systems: Experiences of an Environmental Research Centre in New Zealand** ***Heidi Pina-Gasca**, Department of Sociology Gender and Social Work, University of Otago, Dunedin, New Zealand* *Overview*: Using a complex adaptive systems approach, this paper provides an overview of a collaborative research framework that has helped integrate ways of knowing in a research centre in New Zealand. *Stream: The Knowledge Systems of Science*		
Garden Conversation	Sandra Hanson, Chris Impey		
12:45-13:30	**LUNCH**		
13:30-15:10	**PARALLEL SESSIONS**		
	13:30-14:00	14:05-14:35	14:40-15:10
Room 1	**Cyberspace as a "Real" Social Space and a "Virtual" Experiential Place: How Do Information Science and Technologies Change Our Real World?** ***Guo Zhang**, School of Library and Information Science, Indiana University Bloomington, Bloomington, USA* *Overview*: This paper discusses the social impacts of information science and technologies by analyzing the nature of their most significant product--cyberspace--in today's Information society from the perspective of space and place. *Stream: Applied Science*		**Green Biotechnology and Its Perception by Politicians and Journalists** ***Sebastian Olenyi**, Biotechnology and Society, Delft University of Technology, Delft, Netherlands, **Dr. Pieter Maeseele**, Department Communicatiewetensch, University of Antwerp, Antwerp, Belgium, **Dr. Robin Pierce**, Biotechnology and Society Department of Biotechnology, Delft University of Technology, Delft, Netherlands, **Dr. Sylvia Burssens**, Institute Plant Biotechnology for Developing Countries Department of Plant Biotechnology and Genetics, Ghent University, Ghent, Belgium, **Prof. Patricia Osseweijer**, Professor in Science Communication Biotechnology and Society Department of Biotechnology, Delft University of Technology, Delft, Netherlands* *Overview*: A quantitative study on European journalists and politicians attitudes on green biotechnology, genetic engineering and genetically modified food for understanding the nature of the debate in Europe and beyond. *Stream: Applied Science*

FRI	**PARALLEL SESSIONS**		
	13:30-14:00	14:05-14:35	14:40-15:10
Room 2	**Forming Conclusions from Critical Evaluations of the Patterson-Gimlin Film: A Case Study in Evaluating and Aggregating Contradictory Expert Evidence** ***Dr. M. Anthony Kapolka III****, Department of Mathematics and Computer Science College of Science & Engineering, Wilkes University, Wilkes-Barre, USA* *Overview*: Case study evaluating expert evidence regarding the authenticity of the Patterson-Gimlin Bigfoot film teaching undergraduates critical thinking applying Dempster-Shafer theory. *Stream: Science Pedagogy*	**Complementary Medicine and Science: Uncomfortable Bedfellows?** ***Dr Gillian Shine****, School of Life Sciences, University of Westminster, London, UK* *Overview*: A rift is often perceived to exist, with science and conventional medicine on one side and complementary therapies on the other. *Stream: Science Pedagogy*	
Room 3	**Changing Disinfectants: Examining Results from a Large Water Utility's Study and Addressing Potential Consequences Resulting from a Disinfectant Switch** ***Jason A. Heberling****, Engineering, Birmingham Water Works Board, Birmingham, USA* *Overview*: This paper summarizes a two and a half year study involving changing disinfectant at a utility serving 500,000 customers. *Stream: Applied Science*	**What Are Disinfection Byproducts in Drinking Water and How Do They Affect My Health?** ***April Nabors****, Engineering, Birmingham Water Works, Birmingham, USA* *Overview*: This presentation contains a description of disinfection byproducts including how they are formed and what their affect on health is. *Stream: Applied Science*	**Comparing the Durbin and Wilcoxon Signed Ranks Tests in Balanced Incomplete Block Designs** ***Dr. Rhonda Magel****, Department of Statistics, North Dakota State University,* ***Li Cao****, Fargo, USA* *Overview*: The Durbin test and the Wilcoxon Signed-Ranks test are compared under balanced incomplete block designs with two treatments appearing in each block. *Stream: Applied Science*
Room 4	**Public Involvement in the Design and Conduct of Clinical Trials: A Review** ***Dr. Jonathan Boote****,* ***Dr. Wendy Baird****, NIHR Research Design Service for Yorkshire and the Humber,* ***Anthea Sutton****, School of Health and Related Research, University of Sheffield, Sheffield, UK* *Overview*: This paper presents a narrative review of case examples of public involvement in the design and conduct of clinical trials. *Stream: The Politics and Economics of Science*	**The Controversy over Global Warming: Myth or Reality** ***Dr. Gelareh Yvard****, English Department, University of Angers, Angers, France* *Overview*: The aim of this paper is to analyze these different positions and understand whether the question of global warming, by taking into account scientific, political, social and economic factors. *Stream: The Politics and Economics of Science*	**The Hybrid Expert Alliance as a Constructing Force of Social Movement: American Beef, Korean Candlelight Protest, and Roles of Oppositional Experts** ***Prof. Jongyoung Kim****, Department of Sociology, Kyung Hee University, Seoul, South Korea* *Overview*: This research examines how diverse oppositional experts forged a hybrid alliance and oppositional logics in the candlelight protests caused by the Korean government's sudden decision to import American beef. *Stream: The Politics and Economics of Science*

15:10-15:25	**COFFEE BREAK**		
15:25-17:05	**PARALLEL SESSIONS**		
	15:25-15:55	16:00-16:30	16:35-17:05
Room 1	**Nanotechnology Education in Eastern Taiwan: Exploring the Nano-Ecology** ***Yu-Chuan Yang**, **Wei-Tsen Lin**, Department of Natural Resources and Environmental Studies, National Dong Hwa University, **Sian-Yuan Jhan**, Ji-An Junior High School, Hualien, Taiwan* *Overview*: The topic of the nano-ecology is explored in Hualien, Taiwan. The teaching materials were developed and utilized. *Stream: Applied Science*		
Room 2	**Learning Science through Computing** ***Wensheng Shen**, Department of Computational Science School of Science and Mathematics, Brockport, **Dr. Osman Yasar**, Computational Science, SUNY College at Brockport, USA* *Overview*: This paper presents our recent experience in teaching an undergraduate course, Introduction to Computational Science, in which we combine science and computing to form an interdisciplinary course. *Stream: Science Pedagogy*	**Teaching Chemistry in the Art Conservation Department** ***Dr. Christina L. Cole**, Department of Art Conservation, **Amanda J. Norbutus**, Preservation Studies Program Department of Art Conservation, **Dr. Vicki Cassman**, Department of Art Conservation, University of Delaware, Newark, USA* *Overview*: This paper will discuss the development of courses relating chemistry to art conservation. *Stream: Science Pedagogy*	**Teaching Middle School Environmental Health Science for Informed Citizenship** ***Dr. Alla Keselman**, Division of Specialized Information Services U.S. National Library of Medicine, National Institutes of Health, Bethesda, **Dr. Daniel Levin**, School of Education, Teaching, and Health, American University, Washington, **Judy Kramer**, **Karen Matzkin**, **Savreen Hundal**, Division of Specialized Information Services U.S. National Library of Medicine, National Institutes of Health, Bethesda, USA* *Overview*: This presentation describes an interdisciplinary approach to developing a middle school environmental health afterschool program. The curriculum focuses on information evaluation and argumentation and their application to complex socio-scientific issues. *Stream: Science Pedagogy*
Room 3	**Scientific Significance, Community and Morality** ***Faseeha Sheriff**, Memorial University of Newfoundland, University of Western Ontario, St. John's, Canada* *Overview*: Within, Science, Truth and Democracy, Philip Kitcher calls into question the traditional view of science. Ultimately, Kitcher is interested in determining which set of questions are scientifically significant. *Stream: The Politics and Economics of Science*	**Intuition, Science and Society: The Role of Intuition in an Expanding Science and in Society** ***Dr William H Kautz**, Prague, Czech Republic* *Overview*: Intuition is emerging as the main means whereby modern science may expand into socially relevant fields and into society generally. *Stream: History and Philosophy of Science*	**Mining the Sky: Siting Science in Britain's Bird Observatories, 1945-1965** ***Sophia Davis**, Department II, Max Planck Institute for the History of Science, Berlin, Germany* *Overview*: An exploration of the formation of scientific identity and credibility at the chain of bird observatories established in Britain after the Second World War. *Stream: History and Philosophy of Science*

FRI	**PARALLEL SESSIONS**		
	15:25-15:55	16:00-16:30	16:35-17:05
Room 4	**STEM Research: What the Pictures Tell Us** ***Dr. Bonnie Oppenheimer**, Department of Sciences and Mathematics, Mississippi University for Women, Columbus, **Dr. John Nicholson**, Department of Communication, Mississippi State University, Starkville, **Dr. Jee Young-Chung**, Tuscaloosa, **Dr. Mark Goodman**, Department of Communication, **James Codling**, College of Education, **Thomas Robinson**, Social Science Research Center, Mississippi State, USA* *Overview*: Pictures tell us about STEM stereotypes and how we think about women in STEM fields. We present research results from several studies. *Stream: The Politics and Economics of Science*	**Fluoridation: Public Health Benefits and Persistent Political Tensions** ***Dr. Peter J. Longo**, Department of Political Science, University of Nebraska- Kearney, Kearney, **Peter C. Longo**, College of Dentistry, University of Nebraska Medical Center, Lincoln, USA* *Overview*: While science guides some fluoridation policies, some governmental officials and citizens remain skeptical about public fluoridation programs. Good science ought to shape good public policy. *Stream: The Politics and Economics of Science*	**Population and Food: Scientific, Social and Ethical Challenges** ***Dr. Godfrey Roberts**, Paul McGhee Division, New York University, New York, USA* *Overview*: A world population of more than nine billion by 2050 will present scientific, social and ethical challenges. *Stream: The Politics and Economics of Science*

Saturday, 06 August			
8:30-9:30	**REGESTRATION DESK OPEN**		
9:30-10:05	**PLENARY SPEAKER - Stephen DeCanio,** *University of California, Santa Barbara* **"The Limits of Mathematical Modeling in the Social Sciences"**		
10:05-10:20	**COFFEE BREAK**		
10:20-12:00	**PARALLEL SESSIONS**		
	10:20-10:50	10:55-11:25	11:30-12:00
Room 1	**Globalization of Interdisciplinary Scientific Research: A Complex Adaptive Systems Approach as a Possible Strategy** ***Liz Johnson****, The Public Policy Program and Complex Systems Institute, University of North Carolina Charlotte, Charlotte, USA* *Overview*: Vision and scenerios to build an interconenected global scientific community through the means of an evolving complex adaptive systems approach *Stream: The Knowledge Systems of Science*	**Building a Transdisciplinary Trading Zone** ***Derren Thompson Rosbach****, School of Public and International Affairs, Virginia Tech, Blacksburg, USA* *Overview*: This paper considers the possibility of a transdisciplinary trading zone as a means to understand better knowledge sharing and integration in intellectually diverse research groups. *Stream: The Knowledge Systems of Science*	**Oral Art, the Mvet Epic Tale and Scientific Imagination in Indigenous African Societies** ***Dr. Daniel M. Mengara****, Department of Modern Languages and Literatures, Montclair State University, Montclair, USA* *Overview*: I argue that the Mvet epic of Gabon, Cameroon, and Equatorial Guinea symbolizes scientific imagination in Fang society, a sign that indigenous African societies were never devoid of scientific imagination/knowledge. *Stream: The Knowledge Systems of Science*
Room 2	**Biodiversity Policy Implementation at the Grassroots Level: An Actual Practice of Sakaerat Biosphere Reserve, Thailand** ***Kontaros Kaomuangnoi****, Department of Geography, Environment and Disaster Management Faculty of Business, Environment and Society, Coventry University, Coventry, UK* *Overview*: The research on biodiversity policy in action reflected the delivery towards local livelihood in a case study of Sakaerat biosphere reserve, Thailand. *Stream: The Politics and Economics of Science*	**Attempts to Prevent Ethnic Conflicts between Local Police and People in India: The Activities of Mohalla Committees in Mumbai** ***Miharu Yui****, Dept. of International Relations and Comparative Politics Graduate School of Intercultural Studies, Kobe University, Kobe, Japan* *Overview*: My study examines the Mohalla Committees, organized by local policemen and people in 1993 in Mumbai to promote communication between policemen and community members, and to prevent communal conflicts. *Stream: The Politics and Economics of Science*	**Dynamical Considerations about Cultural Progress and Stagnation** ***Peter Freund****, Department of Physics and Enrico Fermi Institute, University of Chicago, Chicago, USA* *Overview*: The absolute value of the speed of rise or fall of a society strongly influences its cultural output. Historical examples and current day applications of this idea are presented. *Stream: The Politics and Economics of Science*

SAT	**PARALLEL SESSIONS**		
	10:20-10:50	10:55-11:25	11:30-12:00
Room 3	**Feeding the Machine: Viewing the Body as a Market Commodity** ***Maurya Delgado**, Department of Anthropology, University of Louisville, Louisville, USA* *Overview*: Growth of biomedical science is fostering an exploitative market in society. In order to understand this, and affect change, a historical approach to the body as commodity is necessary. *Stream: The Politics and Economics of Science*	**Impact of an Educational Package on Mothers of Asthmatic Children Using Rosenstock and Becker's Health Belief Model** ***Prof Erna Judith Roach**, Child Health Nursing Department, Manipal College of Nursing, Manipal, Manipal, India* *Overview*: Application of the Rosenstock and Becker Health Belief Model to determine the impact of a researcher developed educational package on mothers of asthmatic children. *Stream: Applied Science*	**Educating the Public on Their Exposure to Natural Hazards** ***Dr. Peter Nicholson**, Department of Civil & Environmental Engineering, University of Hawaii, Honolulu, USA* *Overview*: Much of the public is unaware of the risks that they may have from natural disasters. Programs are now addressing how to educate the public to understand their risks. *Stream: Applied Science*
Room 4	**The Neonatal Intensive Care Unit as an Intersection of Science and Society** ***Dr. Brian Carter**, Department of Pediatrics Division of Neonatology, Vanderbilt University School of Medicine, Nashville, USA* *Overview*: Disparities in applied technology priorities in the neonatal ICU and follow-up of all preterm infants have ethical ramifications for society. *Stream: Science Ethics*	**Lost in the Numbers: Gender Equity Discourse and Women of Color in Science, Technology, Engineering, and Mathematics** ***Lisette Torres**, The Department of Educational Leadership and Policy Studies, Iowa State University, Ames, USA* *Overview*: A critical discourse analysis of a NSF ADVANCE program reveals how women of color are rendered (in)visible through the commodification of scientists and the construction of a "universal woman." *Stream: Science Ethics*	**Framing Bioethics: A Decade of Controversy over Stem Cell Research in the Spanish Press - El País and ABC (1996-2006)** ***Dr. Cristina Rodriguez Luque**, Department of Audiovisual Communication, Public Relations & Advertisement Faculty of Social Science and Law, CEU Cardinal Herrera University, Alfara del Patriarca, Spain* *Overview*: This study aims to analyze the perspective of ethics portrayed in the Spanish printed daily press about a decade of controversy of stem cell research in this country *Stream: Science Ethics*
Garden Conversation	Stephen DeCanio		
12:00-12:45	**LUNCH**		
12:45-13:30	**TALKING CIRCLES (Streams listed below)**		
Room 1	*Stream: Applied Science*		
Room 2	*Stream: History and Philosophy*		
Room 3	*Stream: Science Ethics*		
Room 4	*Stream: The Knowledge Systems of Science, Science Pedagogy*		
Room 5	*Stream: The Politics and Economics of Science*		

SAT	PARALLEL SESSIONS		
	13:35-14:05	14:10-14:40	14:45-15:15
Room 1	**A Cost/Benefit Balance: Students and Faculty of Color in STEM Research Relationships** ***Dr. Joni Schwartz**, The City University of New York - CUNY Kingsborough College - Department of Speech Communications, The Black Male Initiative (STEM) - New York City College of Technology, Brooklyn, USA* *Overview*: This presentation discusses the findings of a phenomenological study looking at undergraduate research relationships and their benefits and costs for faculty and students of color. *Stream: Science Pedagogy*	**Publishing Your Paper or Book with Common Ground** **Jamie Burns,** *Commissioning Editor, Common Ground Publishing* *Overview:* In this session the Commissioning Editor of *The International Journal of Science in Society* and the Science in Society Book Series will present an overview of Common Ground's publishing practices and philosophy. She will also offer tips for turning conference papers into journal articles, present an overview of journal publishing procedures, introduce the Science in Society Book Series, and provide information on Common Ground's book proposal submission process. Please feel free to bring questions—the second half of the session will be devoted to Q & A.	**Science, Technology, Engineering and Mathematics Education in the United States: Areas of Current Successes and Future Needs** ***Dr. Alan Zollman**, Department of Mathematical Sciences, NIU School Science and Mathematics Association (SSMA), **Mansour Tahernezhadi**, College of Engineering and Engineering Technologies, Northern Illinois University, DeKalb, **Penny Billman**, Health Policy and Social Sciences Research, University of Illinois College of Medicine, Rockford, USA* *Overview*: Discusses characteristics that help teachers transform new knowledge and pedagogical skills into their own teaching and identify areas of future need for Science, Technology, Engineering and Mathematics Education (STEM) development. *Stream: Science Pedagogy*
Room 2	**Saying the Word "Dead": An Exploration of the Ethical and Pedagogical Challenges to Teaching Death Disclosure Skills to Physicians Using High Fidelity Patient Simulation** ***Dr. Michael Gisondi**, **Dr David Salzman**, Department of Emergency Medicine Feinberg School of Medicine, **John Vozenilek**, Department of Emergency Medicine Center for Simulation and Immersive Learning, Northwestern University, Chicago, USA* *Overview*: This highly interactive session will review the essential pedagogical principles of task training using medical simulation, as well as the assessment techniques using direct observation, standardized patients and checklist tools. *Stream: Science Pedagogy*		**Exploring Scientific Education across the Globe** ***Dr. Sarah Ann Westerdale Murray**, Education Program, Centre College, Danville, USA* *Overview*: This session examines a model for implementing community-based science in an abroad rural setting. We will discuss how this model might look on two continents. *Stream: Science Pedagogy*
Room 3	**Are There Differences between Orchid and Non-Orchid Floral Colors in Natural Communities?** ***Mani Shrestha**, School of Biological Sciences, Monash Univeristy, Clayton, Melbourne, Australia* *Overview*: Are there any differences between orchid and non Orchid floral colors in natural communities? *Stream: Applied Science*	**Mobile Technologies Are Exhibiting Unprecedented Growth and Have Potential to Help the Destitute of the World** ***Gireesh K. Gupta**, Department of Computer Studies, Belmont Abbey College, Belmont, USA* *Overview*: The paper investigates the growth of mobile technology, especially cell phones, and its impact on the social and economic development of the impoverished segments. *Stream: Applied Science*	**Dewey on the "Method of Reconciliation" between Science and Society** ***Dr. Herzl Baruch**, School of Education - Philosophy and Pedagogy, Beit Berl College, Kefar Saba, Israel* *Overview*: I discuss the 'gap' problem between the technical and the humanistic goals of science and Dewey's method of reconciliation between science and society. *Stream: Applied Science*

SAT	**PARALLEL SESSIONS**		
	13:35-14:05	14:10-14:40	14:45-15:15
Room 4	**Value in the Science of Clean Water: Science and Economics Can Coexist** ***Glenn Terrell**, Engineering Department Research Group, Birmingham Water Works Board, Birmingham, USA* *Overview*: Chemical treatment of raw contaminated water can be scientifically treated for human consumption without sacrificing economics, safety, or scientific ethics. *Stream: Applied Science*		**A Fractal Procedure to Limit Gerrymandering** ***Carl Bovill**, University of Maryland, College Park, USA* *Overview*: The fractal dimension of a shape is a measure of how complex the shape is and could be used to limit gerrymandering. *Stream: Applied Science*
Room 5	**Treatment Outcomes among New Smear Positive and Retreatment Cases of Tuberculosis in Mangalore City of South India: A Descriptive Study** ***Dr Nitin Joseph**, Department of Community Medicine Kasturba Medical College, Manipal University, Mangalore, India* *Overview*: Hospital based study among pulmonary tuberculosis patients showed more favourable treatment outcome among Category I than II patients. Age was found to significantly influence treatment outcomes in Category I patients. *Stream: Applied Science*	**Threat Communication for Earthquake Disaster Prevention: From Public Policy Perspective** ***Dr. Shintaro Okazaki**,* *Associate Professor,* *Universidad Autónoma de Madrid Madrid,Spain, **Dr. Amadeo Benavent-Climent**, Professor, Universidad de Granada, Granada, Spain, **Dr. María Ángeles Navarro-Bailon**,* *Associate Professor,* *Universidad de Murcia, Murcia, Spain* *Overview:* This paper reports a qualitative exploration of consumers' threat perceptions toward earthquake and adaptive intention of seismic-resistant housing in the southern region of Spain. *Stream: The Politics and Economics of Science*	
15:15-15:30	**COFFEE BREAK**		
	PARALLEL SESSIONS		
	15:30-16:00	16:05-16:35	16:40-17:10
Room 1	**Examining Moral Features of Science through Virtue Ethics: Development of Character and Practical Wisdom** ***Jiin-Yu Chen**, Institute for Medical Humanities, University of Texas Medical Branch, Baltimore, USA* *Overview*: Science has many moral features that it is ill-equipped to address. Looking at science from a virtue ethics perspective can help illuminate those moral features. *Stream: Science Ethics*	**Incompatibles between Science-based Progress and Societal Values** ***Dr. Sukhmander Singh**,* *Department of Civil Engineering School of Engineering, Santa Clara University, Santa Clara, USA* *Overview*: The paper discusses the erosion of societal values such as trust, warmth, and cohesiveness to mention a few, as a result of science and technology-based progress. Remedies are suggested. *Stream: Science Ethics*	

SAT	PARALLEL SESSIONS		
	15:30-16:00	16:05-16:35	16:40-17:10
Room 2	**Mathematics and the Engineering Community: The Social Value of Scientific Discourse in 19th Century Chile** ***Jaime Parada**, Centro de Investigación y Documentación en Historia de Chile Contemporáneo, Universidad Finis Terrae, Santiago, Chile* *Overview*: The presentation seeks to answer the question:¿how did the mathematical discourse utilized by Chilean civil engineers affect the elite's perception of them, in the second half of the nineteenth century? *Stream: History and Philosophy of Science*	**Using Historical Timeline, Population and Demographic Data to Support Latesvology as a Valid Conceptual Model for Describing the Linkages among Technology, Economics and Societal Values** ***Dr. Otto J. Loewer**, Department of Biological and Agricultural Engineering, University of Arkansas, Fayetteville, USA* *Overview*: This paper presents an approach for using imprecise historical evidence to support the validity of Latesvology, a conceptual model that describes the linkages among technology, economics and societal values. *Stream: History and Philosophy of Science*	**Should Science Alter Values?** ***Dr. Frank Eyetsemitan**, College of Arts & Sciences, Roger Williams University, Bristol, USA* *Overview*: Science in its methodology is value-laden. It is objective and empirical. In non-Western societies the attributes of science are not part of the core values and belief systems of people. *Stream: History and Philosophy of Science*
Room 3	**Enhancing Learners' Interest in Science and Mathematics: A Case Study Of MathsEdge** ***Dennis Chinemerem Ikpe**, Mathematical Sciences Department, Pretoria, **Ms Mokateko Portia Mathimbi**, School of Computing, University of South Africa, Florida, South Africa* *Overview*: In this paper we showcase the result of our efforts to enhance science knowledge in the African Society through community engagement and outreach. *Stream: Applied Science*	**A Qualitative Analysis of Public Attitudes and Knowledge of Science and Science Topics** ***Dr. John Kennedy**, Center for Survey Research, Indiana University, Bloomington, USA* *Overview*: This discusses a study of survey respondents' understanding of the concepts embedded in the science and engineering module of the General Social Survey. *Stream: Applied Science*	
Room 4	**Educating Tomorrow's Scientists: Preparing Graduates for Work** ***Dr. Adrian Edward Toland**, National HE STEM Programme School of Research, Enterprise and Innovation, Manchester, **Dr. Paul Hooper**, School of Research, Enterprise and Innovation, Manchester Metropolitan University, UK* *Overview*: This paper reports on an ongoing dialogue on the work readiness of Science, Technology, Engineering and Maths (STEM) graduates in England focusing on the development of graduate employability skills *Stream: Science Pedagogy*	**Service Learning and Participatory Action Research in Social Sciences Graduate Planning Practica** ***Dr. Luciano Minerbi**, Department of Urban & Regional Planning, University of Hawaii, Honolulu, USA* *Overview*: Service learning and participatory action research graduate planning practica in Hawaii and Pacific Islands help community problem solving utilizing the social and natural sciences. *Stream: Science Pedagogy*	**Using Hollywood as a Tool for Quantitative Fluency** ***Costas John Efthimiou**, Department of Physics, **Barry J. Griffiths**, Department of Mathematics, University of Central Florida, Orlando, USA* *Overview*: Using entertaining popular movies to educate students about mathematics and science. *Stream: Science Pedagogy*

Sunday, 07 August			
8:30-9:30	**REGISTRATION DESK OPEN**		
9:30-10:05	**PLENARY SESSION - Fred Ledley,** Bentley College, USA **"Bridging the Boundary between Science and Industry through Education"**		
10:05-10:20	**COFFEE BREAK**		
10:20-12:00	**PARALLEL SESSIONS**		
	10:20-10:50	10:55-11:25	11:30-12:00
Room 1	**Beyond "Final Cut": Computer Science Literacy in Media** ***Dr. Cathleen Londino**, Media and Film, Kean University, Union, **Prof. Paul Londino**, Technical Operations, HBO Home Box Office, Secaucus, USA* *Overview*: An overview of what media students should know to successfully compete in today's tapeless/HD professional work environment that goes well beyond competency in industry standard editing programs. *Stream: Applied Science*		**Why Science is Undervalued in the Public Arena: Ignorance, Ignore-ance, Denialism, and Anosognosia - the New Four Horsemen of the Apocalypse** ***Dr. Edwin Richard Squiers**, Department of Earth and Environmental Science, Taylor University, Upland, USA* *Overview*: The scientific method offers valuable input to the decision making necessary to solve global problems, but its findings are often met with public mistrust leading to confusion and inaction. *Stream: Applied Science*
Room 2	**The Effect of Knowledge Building on College Students' Views of the Nature of Science** ***Dr. Huang-Yao Hong**, Department of Education, National Chengchi University, Taipei, Taiwan, **Dr. Yan Wang**, American Institutes for Research, Washington, D.C., USA* *Overview*: This study explores the process of how college students collectively worked to build their understanding of natural science history, and how this process affected their views of nature-of-science. *Stream: Science Pedagogy*	**Teaching the Political Contexts of Science and Curriculum: Evidence from Ethnographic Studies of K - 12 Science Classrooms** ***Dr. Helen Kress**, Education, D'Youville College, Buffalo, USA* *Overview*: What does evidence from qualitative research of middle and high school classrooms suggest about the benefits and the costs of a standardized science curriculum? *Stream: Science Pedagogy*	**The Role of Scientific Methodology in Economic Growth of Youth in Developing Countries** ***Anuja Sinha**, Corporate Social Responsibility, Arvind Mills Ltd, Ahmedabad, India* *Overview*: Science drives the economy of a nation. We have found that scientific mindset also drives economic growth of an individual. Hence, scientific methodology should be an integral part of education. *Stream: Science Pedagogy*

SUN	**PARALLEL SESSIONS**		
	10:20-10:50	10:55-11:25	11:30-12:00
Room 3	**Environmental Economic Approach for Sustainable Development in Jerusalem's Kidron Valley** ***Dr. Boaz Barak**, Department of Economics, The Western Galilee College, Acre, Israel* *Overview*: Rapid urbanization of Jerusalem's Kidron Valley has resulted in grave socio-political conflicts and environmental problems. This presentation demonstrates an environmental economic approach that addresses these issues and supports sustainability. *Stream: The Politics and Economics of Science*	**On the Cost-Benefit Argument against Religion** ***Dr. Whitley Kaufman**, Department of Philosophy, University of Massachusetts Lowell, Lowell, USA* *Overview*: A critical analysis of the New Atheist argument that religion produces overall more harm than good to society, while science produces more good than harm. *Stream: The Politics and Economics of Science*	**Legislating Science: The Aftermath of Methyl Tertiary-Butyl Ether and Medical Monitoring as Legal Recourse** ***Dr. Sandra Mohr**, Department of Environmental Science, University of Medicine and Dentistry of New Jersey School of Public Health, **Dr. Stuart Shalat**, Environmental and Occupational Health Sciences Institute, University of Medicine and Dentistry of New Jersey Robert Wood Johnson Medical School, Piscataway, USA* *Overview*: Methyl Tertiary-Butyl Ether, used in gasoline to decrease CO emissions has become a groundwater pollutant. Medical monitoring programs are a poor use of resources as a legal recourse. *Stream: The Politics and Economics of Science*
Room 4	**Cultural Myths to Evidence-Based Knowledge: Engaging Community College Students in Scientific Exploration** ***Chamir Chouloute**, **Dr. Kumkum Prabhakar**, Biology Department, Nassau Community College, Garden City, USA* *Overview*: The paper discusses different modalities of engaging students to scientifically test various cultural myths. *Stream: Science Pedagogy*	**High School Science Curriculum Leaves Students in the Paleolithic Age? Results From NAEP 1990 and 2005 High School Transcript Studies** ***Judy H. Tang**, Department of Education, University of New Hampshire, Durham, **Robert Perkins**, **Shep Roey**, WESTAT, Rockville, USA* *Overview*: Present study examines high school graduates' science curricula by using data from the 1990 and 2005 National Assessment of Educational Progress High School Transcript Studies. *Stream: Science Pedagogy*	**Teaching Evolution to Southern Baptists: Eight Interesting Years in Georgia, USA** ***Dr. Nat Frazer**, College of Natural Resources, Utah State University, Logan, USA* *Overview*: The author discusses successes, lessons learned, and the need for compassion in teaching evolution to Christian fundamentalists at a private Baptist college in the deep south. *Stream: Science Pedagogy*
Garden Conversation	Fred Ledley		
12:00-12:45	**LUNCH**		

12:45-14:25	**PARALLEL SESSIONS**		
	12:45-13:15	13:20-13:50	13:55-14:25
Room 1	**Educational Neuroscience: How New Discoveries in Brain Research Can Impact Educational Practice and Reform** ***Dr. Maureen Estevez**, Department of Neuroscience, Brown University, Providence, USA* *Overview*: This presentation explores promising opportunities and potential challenges for interdisciplinary bridges between neuroscience and education. *Stream: Science Pedagogy*	**An Inter-Disciplinary Approach in Exploring the Physico-Chemical Properties and Regenerative Healing Potential of Honey** ***Dr Jyotirmoy Chatterjee**, School of Medical Science and Technology, Kharagpur, **Ananya Barui**, School of Medical Science and Technology, Indian Institute of Technology Kharagpur, **Dr. Provas Banerjee**, Surgery and Wound Healing, Banerjee's Biomedical Research Foundation, **Mr. Raunak Kumar Das**, Indian Institute of Technology Kharagpur, -, **Dr. Santanu Dhara**, School of Medical Science and Technology, Assistant Professor, India* *Overview*: Regenerative potential of honey in non-healing traumatic wounds. *Stream: Applied Science*	**Car-trains, Road-trains, and Platoons, Oh My?** ***Dr. Ronald Finkbine**, Department of Computer Science, Indiana University Southeast, Washington, USA* *Overview*: This is a presentation and open discussion about current trends and the history of car platoons, road trains, driverless cars, automated cars, and automated freeways. *Stream: Applied Science*
Room 2	**Outreach: What Every Scientist Can Do to Communicate Their Work to the Public** ***Dr Bonnie Buratti**, Earth and Space Science, NASA Jet Propulsion Lab, California Inst. of Technology, Pasadena, USA* *Overview*: A discussion of easy ways scientists can effectively communicate their work to the lay public. *Stream: Science Pedagogy*		**Public Health Education Connects Common and Scientific Discourses: Tattoos** ***Causenge Cangin**, Research, Declare Therapy Center, Covington, **Dr Purcell Taylor**, Department of Psychology, University of Cincinnati, Cincinnati, **Henry Comer**, Ohio State University University of Cincinnati, U of Cincinnati, USA* *Overview*: Tattoo public health education should address the lesser-known prolonged health hazards of tattoos. *Stream: Science Pedagogy*
Room 3	**Brave New Globe: Causality or Teleology** ***Dr. Miriam Farhi-Rodrig**, Tel Aviv, Israel* *Overview*: A critical examination of global problems and their possible solutions is presented with emphasis on the distinction between teleological or causal solutions. *Stream: The Politics and Economics of Science*		

SUN	**PARALLEL SESSIONS**		
	12:45-13:15	13:20-13:50	13:55-14:25
Room 4	**Preparing Today's Students to be Tomorrow's Educators: Designing Effective Professional Development for Undergraduate Teaching Assistants** ***Jeffrey Olimpo**, Curriculum & Instruction, **Dr. Patricia Shields**, Cell Biology & Molecular Genetics, University of Maryland, College Park, College Park, USA* *Overview*: This interactive presentation is designed to offer a rationale for developing professional development opportunities for undergraduate teaching assistants and to engage participants in discussing how these opportunities would be constructed. *Stream: Science Pedagogy*		
Room 5	**Battling with Evidence: Catching an Invisible Enemy with Science** ***Hollie Ryan**, Weapons Technical Intelligence M.S. Biotechnology (Biodefense) Program, Archimedes Global, Inc. and Johns Hopkins University, Fredericksburg, USA* *Overview*: This examines the future of criminal justice, homeland security and national defense in light of the successful application of forensic science on the battlefield. *Stream: The Politics and Economics of Science*		**Publishing Your Paper or Book with Common Ground** **Jamie Burns,** *Commissioning Editor, Common Ground Publishing* *Overview:* In this session the Commissioning Editor of *The International Journal of Science in Society* and the Science in Society Book Series will present an overview of Common Ground's publishing practices and philosophy. She will also offer tips for turning conference papers into journal articles, present an overview of journal publishing procedures, introduce the Science in Society Book Series, and provide information on Common Ground's book proposal submission process. Please feel free to bring questions—the second half of the session will be devoted to Q & A.
14:25-14:40	**COFFEE BREAK**		
14:40-15:45	**PARALLEL SESSIONS**		
	14:40-15:10	15:15-15:45	
Room 1	**A Perspective Seeking Methodological Clarity: The Case of Sociomateriality** ***Rafael J. Burgos-Mirabal**, University of Massachusetts, Amherst, USA* *Overview*: Material - semiotic approaches correctly identify problems of dualism and reduction in conventional sociological accounts. However, MSA's translation into a cohesive and practical methodology requires further efforts from us interdisciplinarians. *Stream: The Knowledge Systems of Science*	**Communication between Parents and Their Secondary School Adolescents Regarding Contraception in the Limpopo Province** ***Prof M.L. Mangena-Netshikweta**, School of Health Sciences, South African Nursing Council, Louis Trichardt, **M.P. Mulaudzi**, Department of Early Childhood Education School of Education, **M. Lambani**, Department of English School of Humanities, University of Venda, South Africa* *Overview*: The high adolescent sexual activity and pregnancy rates in the Republic of South African secondary schools, like elsewhere in the world, are generally attributed to ineffective communication by parents. *Stream: The Knowledge Systems of Science*	

SUN	**PARALLEL SESSIONS**	
	14:40-15:10	15:15-15:45
Room 2	**The Precautionary Principle and Evidence-based Policy Making: The Elephant in the Room?** ***Dr. Mark Monaghan****, School of Sociology and Social Policy, Leeds,* ***Professor Ray Pawson****, Sociology and Social Policy, University of Leeds, UK* *Overview*: This is a discussion about the precautionary principle, which represents another challenge to the turbulent fortunes of evidence-based policy. *Stream: The Politics and Economics of Science*	
Room 3	**The Reasons We Choose Science Careers: Motivational Factors in Choosing a Science Career** ***Victoria J. Fawcett-Adams****, Education Department, Shenandoah University, Harrisonburg, USA* *Overview*: This paper explores the phenomenon of motivational factors of those in Science related careers. *Stream: The Politics and Economics of Science*	
Room 4	**Systematic Review and Normativity: An Exploration of the Method** ***Josefa Scherer****, Public Health Community Health Studies, University of Massachusetts, Amherst, USA* *Overview*: This paper explores the method and critiques of the method of systematic review for robustness in health and policy applications for individuals with non-normative sex, gender, and sexuality. *Stream: Science Ethics*	**The Politics of Science and Alternative Medicine** ***Eric William Boyle****, Office of History National Institutes of Health, National Center for Complementary and Alternative Medicine, Washington, USA* *Overview*: This paper examines how science has been used as a political tool in the recent history of complementary and alternative medicine at the National Institutes of Health. *Stream: The Politics and Economics of Science*
15:45-16:15	**CONFERENCE CLOSING – Homer Stavely,** *Common Ground Publishing, USA*	

LIST OF PARTICPANTS

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2011 SCIENCE IN SOCIETY CONFERENCE EVALUATION FORM

We appreciate you taking the time to complete this evaluation form. Your feedback will assist us in planning future conferences. Circle numbers when rating the conference. Please also include comments with specific feedback relating to each of the questions. This evaluation can also be found at **http://science-society.com/conference-2011/evaluation/**.

1. HOW DID YOU FIND OUT ABOUT THE SCIENCE IN SOCIETY CONFERENCE?
[ ] Web search
[ ] Email
[ ] Printed brochure or poster
[ ] A colleague
[ ] Other. How? .....

2. CONFERENCE THEMES, SCOPE AND CONCERNS
How relevant do you consider the focus of the Conference to be?

Rate on a scale of 1 to 5, where 1 is least relevant and 5 is most relevant.
[1] [2] [3] [4] [5]

Comments:

3. PROGRAM CONTENT
How would you rate the general standard of the various kinds of presentation sessions during the Conference?

Rate on a scale of 1 to 5, where 1 is lowest and 5 is highest.
[1] [2] [3] [4] [5]

Comments:

4. THE ONLINE EXPERIENCE
How did you experience the Conference website, the call for papers, the online registration forms and the paper submission processes?

Rate on a scale of 1 to 5, where 1 is lowest and 5 is highest.
[1] [2] [3] [4] [5]

Comments:

5. COMMUNICATIONS
How have you experienced our communications before and during the Conference?

Rate on a scale of 1 to 5, where 1 is lowest and 5 is highest.
[1] [2] [3] [4] [5]

6. THE LOCATION AND VENUE

Rate on a scale of 1 to 5, where 1 is lowest and 5 is highest.
[1] [2] [3] [4] [5]

Comments:

7. WHAT WERE THE HIGH POINTS OF THE CONFERENCE?

8. PLEASE SUGGEST ANY CHANGES OR IMPROVEMENTS YOU WOULD LIKE US TO MAKE AT FUTURE CONFERENCES.

9. OVERALL ASSESSMENT
Rate on a scale of 1 to 5, where 1 is lowest and 5 is highest.
[1] [2] [3] [4] [5]

Comments:

10. ANY OTHER COMMENTS OR SUGGESTIONS

OPTIONAL:
Name:
Address:
Email:

Thank you for completing this evaluation form as it will help us with our conference planning in the future.

PLEASE TEAR OUT THIS PAGE AND LEAVE IT AT THE CONFERENCE REGISTRATION DESK, OR MAIL, FAX OR SCAN/EMAIL TO:
Common Ground Publishing
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BUILDING KNOWLEDGE COMMUNITIES

THE SCIENCE IN SOCIETY CONFERENCE KNOWLEDGE COMMUNITY

At a time when knowledge communities are being redefined and disciplinary boundaries challenged, Common Ground aims to develop innovative spaces for knowledge creation and sharing. Through our conferences, journals and online presence we attempt to mix traditional face-to-face interaction with new 'social web' technologies. This is a part of our attempt to develop new modes of deliberation and new media for the dissemination of ideas. Common Ground is founded upon and driven by an ambitious research and knowledge design agenda, aiming to contest and disrupt closed and top-down systems of knowledge formation. We seek to merge physical and online communities in a way that brings out the strengths in both worlds. Common Ground and our partners endeavour to engage in the tensions and possibilities of this transformative moment. We provide three core ways in which we aim to foster this community.

PRESENT
You have already made the first step and are in attendance. We hope this conference provides a valuable source of feedback for your current work and the possible seeds for future individual and collaborative projects. We hope your session is the start of a conversation that continues on past the last day of the conference.

PUBLISH
We also encourage you to publish your paper in *The International Journal of Science in Society*. In this way, you may share the finished outcome of your presentation with other participants and members of the Science in Society Conference Community. You also have access to the complete works of the Science in Society Journal in which the published work of participants from the Conference who submitted papers may be found.

ENGAGE
Each Conference presenter is provided a personal CGPublisher website with public and private spaces where you are able to:
The Public View

- Post your photo, biography and CV.
- Make your contact details public (or keep them private for access only by publishers and collaborators, if you like).
- Maintain a personal diary or weblog.
- Make links to other sites of personal interest.
- Have a bookstore where your published works appear.
- Have full access to the HTML and CSS so you may change the look and feel of your site (advanced users).

The Private View

- Manage your personal website.
- Use a secure, private digital storage space where you may create and store your works-in-progress.
- Create a space where collaborators (joint creators, secondary contributors and publishers) may be invited to access and comment on your works-in-progress.
- Keep a record of version development (keeping each successive draft, as well as a copy of the final work that becomes a published edition until you start working on new drafts towards a new edition).
- Keep a record of messages connected to each work, mirrored in emails and capturing incoming emails.

SCIENCE IN SOCIETY CONFERENCE COMMUNITY FUTURE DIRECTIONS

We encourage anyone interested in hosting the Science in Society Conference, or who has ideas for locations and themes for upcoming conferences, to discuss these possibilities with members of Common Ground, either at the Conference or via email at support@science-society.com. We feel it is of critical importance that the trajectory and movement of the community emerges from the community itself.

COMMON GROUND: OUR PHILOSOPHY

Common Ground is committed to building dynamic knowledge communities that meet regularly in face-to-face interaction, connect in a virtual community of web spaces, blogs and newsfeeds, and publish in fully refereed academic journals. In this way, we are bringing to the fore our commitment to explore new ways of making and disseminating academic knowledge. We believe that the Internet promises a revolution in the means of production and distribution of knowledge, a promise, as of yet, only partially realised. This is why we are working to expand social and technical frontiers in the production of text, so that academic publishing gains the immediacy, speed and accessibility of the web whilst nevertheless maintaining—and we would hope enhancing—the intellectual standards of legacy peer refereed journals. To support these kinds of emerging knowledge communities, Common Ground continues to have an ambitious research and development agenda, creating cutting edge 'social web' technologies and exploring new relationships of knowledge validation.

CONFERENCES
Common Ground conferences are intellectually and discursively open places. They connect the global with the local. They encourage people to speak in as many ways as possible. They attempt to find ways to include people regardless of whether or not they are able attend in person. They turn otherwise ephemeral conversations into formal knowledge, leading to systematic refereeing by the peer community and publication in an academic journal.

CONNECTING THE GLOBAL WITH THE LOCAL
Common Ground conferences connect with different host universities and local communities each year, seeking fresh perspectives on questions of global concern. In recent years, we have worked with a wide range of educational institutions including (to list just a few): Beijing Normal University; The Australian National University; The University of London; The Institute for Pedagogical Sciences, Cuba; University of California, Los Angeles; The University of Cambridge, UK; The University of Carthage, Tunisia; Columbia University, New York; Singapore Management University; McGill University, Montreal; The University of Edinburgh, Scotland; and New York University in New York City. At conference sites, we bring the global to the local—academics, researchers and practitioners from around the world gather to discuss conference topics. At the same time, we also bring the local to the global, as local academics and community leaders speak from the perspective of local knowledge and experience.

WAYS OF SPEAKING
Our conferences encourage people to converse in as many ways as possible.

- Plenary presentations by some of the world's leading thinkers are followed by 'garden conversation' sessions, a circle of chairs where an extended conversation may be had with plenary speakers.
- Thematically defined 'talking circles' at the beginning of the conference encourage people to meet each other and discuss their reasons for being at the conference. The group meets again near the end of the conference to reflect on the most striking ideas emerging from the discussions, and to report back agenda items for future conferences in the closing session.
- Thirty-minute paper sessions provide participants the opportunity to make a formal 15-minute presentation on their intellectual work, be that research, theory, practice or aesthetic work, followed by 15 minutes of audience interaction.
- Sixty-minute workshop sessions involve extensive interaction between presenter and participants around an idea or hands-on experience of a practice.
- Ninety-minute colloquium sessions consist of five or more short presentations with audience interaction.

The range and breadth of conversational opportunities reflects Common Ground's belief that each conference belongs ultimately to its participants.

WAYS OF JOINING THE CONVERSATION

We try to make sure that our conferences do not exclude people who cannot afford to travel or who are unable to travel at the time of the conference. Virtual participation means that a participant may submit a paper for possible publication in the journal, take part in the peer referee process, and access the conference content, published at the journal website, through the journal subscription that comes with conference registration. For graduate students, we have a fee waiver arrangement in which they chair parallel sessions and present a paper in return for free registration at the conference.

TURNING CONVERSATIONS INTO FORMAL KNOWLEDGE
All too often, ideas circulating at conferences disappear into the ether once they have been uttered. People and their ideas are often hard to tie down during the conference and even harder to track down afterwards. For Common Ground, the conference is just one step in a formal knowledge-making process, from presentation proposal, to presentation and audience feedback, to submission and peer refereeing in a formal journal process. This is how the conference becomes an integral part of a systematic, dynamic and open academic knowledge-making ecology.

THE SCIENCE IN SOCIETY COMMUNITY ONLINE

The Science in Society Community has a strong online presence via our blog, email newsletter and social networking sites. The blog and links to Facebook, Twitter, Flickr and our YouTube channel can be found at http://science-society.com/

EMAIL NEWSLETTER
The email newsletter will be sent to all conference participants. Please send suggested links for news items with a subject line 'Email Newsletter Suggestion' to support@science-society.com.

FACEBOOK
Find us on Facebook at http://www.facebook.com/pages/Science-in-Society/103861276325154.

TWITTER
You can now follow the Science in Society Community on Twitter: http://twitter.com/sciencesociety.

FLICKR
View and share pictures from the Science in Society Conference at our Flickr site:
http://www.flickr.com/groups/scienceinsocietyconference/.

YOUTUBE PLAYLIST
Online presentations can be found on our Science in Society YouTube playlist http://www.youtube.com/user/CGPublishing.

CREATE A YOUTUBE PRESENTATION
Whether you are presenting at this conference, or are a virtual participant, we encourage all participants to present on the Science in Society YouTube playlist. Here are two suggestions:

1. Record a video of your presentation before or after the conference, or ask a colleague to record a video of your presentation at the conference, and then submit it to our YouTube channel.
2. Create a PowerPoint presentation with voice-over before or after the conference, or record the audio of the presentation at the conference, then link this to the PowerPoint presentation.

These presentation recordings will be published to YouTube with a link to your session description on the conference website, and (if your paper is accepted to the journal), a link to the abstract of your paper on the journal website.

For instructions on how to create and upload these presentations, visit the conference website at http://science-society.com/conference-2011/online-presentations/.

THE INTERNATIONAL JOURNAL OF SCIENCE IN SOCIETY

ABOUT THE JOURNAL

The International Journal of Science in Society provides an interdisciplinary forum for the discussion of the past, present and future of the sciences and their relationships to society. Conference presentations and Journal articles range from broad theoretical, philosophical and policy explorations to detailed case studies of particular intellectual and practical activities at the intersection of science and society.

OPEN PEER REVIEW

The International Journal of Science in Society is a fully peer reviewed scholarly journal, one of approximately twenty-four academic journals published by Common Ground. Common Ground's approach to peer review is open and inclusive. Instead of being dominated by the exclusive academic hierarchies represented by many traditional editors and their networks, Common Ground journals build lateral knowledge communities. Our referee process is criterion-referenced, and referees are selected on the basis of subject matter and disciplinary expertise. Ranking is based on clearly articulated criteria. The result is a refereeing process that is scrupulously fair in its assessments. At the same time, the process offers a carefully structured and constructive contribution to the shape of the published paper.

INTELLECTUAL EXCELLENCE

The result of our peer review process is a publishing method which is without prejudice to institutional affiliation, stage in career, national origins, or disciplinary perspective. If the paper is excellent, and has been systematically and independently assessed as such, it will be published. This is why Common Ground journals have such a vast amount of exciting new material. Much of the content originates from well known research institutions, but a considerable amount of material comes from brilliantly insightful and innovative academics in lesser known institutions in the developing world, emerging researchers, people working in hard-to-classify interdisciplinary spaces, and researchers in liberal arts colleges and teaching universities. In recognition of the highest levels of excellence, an international prize is awarded annually for the top-ranked paper in each journal.

ACCESSIBILITY

Common Ground is developing a low-cost commercial approach to academic publishing. We believe there are limitations in both the high-cost commercial publishing and the seemingly no-cost open access publishing models. This is why we are seeking to find a practical middle way between the idealism of open access and the inefficiencies and greed of which the big journal publishers are increasingly accused. The idealism of open access often creates new problems, leaving academics in the often less-than-happy role of amateur publisher. And ironically, open access journals and repositories sometimes give insider networks even greater control over what gets published than was traditionally the case with the big commercial publishers.

Common Ground journals are highly accessible on the web. They are not hidden behind subscription walls. Every article has its own page; and every author has their own self-maintainable website, which includes any articles and books they have published with Common Ground, a blog, and places to paste their bionote, photo and CV. We have modest tiered subscription charges for libraries and a small per-article charge for electronic access by non-subscribers. Conference participants are granted free electronic access to the corresponding journal for a year. Our journals are also available in hardcover print editions and through EBSCO.

JOURNAL AWARD

The International Journal of Science in Society presents an annual International Award for Excellence. All papers submitted for publication in the Journal are entered into consideration for this award. The review committee for the award is the International Advisory Board for the Journal and the Conference. The committee will select the winning paper from the ten highest-ranked papers emerging from the referee process and according to the selection criteria outlined in the referee guidelines. The winning author(s) will be invited to the next annual Science in Society Conference, where they will be formally presented with their award. They will receive a free registration to attend this conference.

This year's award winners are: Manuel Rodríguez, Eddie Boyes, Martin Stanisstreet, Keith Skamp, Georgios Malandrakis, Rosanne Fortner, Ahmet Kilinc, Neil Taylor, Kiran Chhokar, Shweta Dua, Abdullah Ambusaidi, I. Poh-Ai Cheong, Hye-Gyoung Yoon, and Mijung Kim

For the paper: "Can Science Education Help to Reduce GlobalWarming?: An International Study of the Links between Students' Beliefs and their Willingness to Act"

Abstract: In this period of environmental degradation it is essential to assist people to change their attitudes, motives, skills and behaviors towards more sustainable ones. Education is one of the tools that might be expected to contribute towards achieving that goal. Unfortunately, however, few educational programs have had substantial impacts on people's actions for environment involvement (Jakobsson, Mäkitalo, and Säljö, 2009). One of the underlying factors in the "gap" between knowledge and action (Kollmus and Ageyman, 2002) seems to be the disparity between general pro-environmental attitudes and values, and the specific motives and intentions needed to undertake the actions. As a result, in our research program we have examined links between beliefs about the usefulness of specific actions and the willingness to undertake those concrete actions. Questionnaires were completed by 12,627 school students in 11 countries, including Spain. Here we concentrate on students' views about modifying their methods of personal transport to reduce global warming. The relationships between students' Believed Usefulness of Action and their Degree of Willingness to Act were quantified by constructing indices to measure the extent to which enhancing a person's belief in the effectiveness of an action might increase their willingness to undertake it. Comparison of the values of this index for different actions and across different countries identifies those actions for which education is likely to produce behavior change.

SUBSCRIPTION INFORMATION

Website: http://science-society.com/journal/
Publisher: Common Ground - www.CommonGroundPublishing.com
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INSTITUTIONAL SUBSCRIPTION
Information on library subscriptions may be found at http://science-society.com/journal/subscribe/.

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As part of the conference registration, participants are provided with a complimentary electronic subscription to all full-text papers published in *The International Journal of Science in Society*. The duration of this access period is from the time of registration until one year after the end date of the conference. To view articles, go to http://science-society.com/journal/publications/. Select the "Login" option and provide a CGPublisher username and password. Then, select an article and download the PDF. For lost or forgotten login details, select "Forgot your login" to request a new password.

LIBRARY RECOMMENDATION FORM
If you wish to recommend the Journal to your library, we have library recommendation forms at the Registration Desk. They are also available for download at http://science-society.com/journal/subscribe/#LR.

CONTACT
If you have any questions, please do not hesitate to contact us at journals@science-society.com.

SUBMISSION INFORMATION

Registration for the Science in Society Conference allows participants the opportunity to publish in *The International Journal of Science in Society*. Presenters may submit their papers up to one month after the conference. Submitted papers will be fully

refereed. The publication decision will be based on the referees' reports. To submit, at least one author of each paper must be registered to attend the conference (to a maximum of one paper per registered author).

General Requirements:

- We only accept text files or files in .doc format (such as from Microsoft Word or OpenOffice). We do not accept PDF submissions or .docx files.
- Papers should be approximately 2,000-5,000 words in length. They should be written as continuous expository narrative in a chapter or article style – not as lists of points or a PowerPoint presentation.
- Please remember that the papers are to be published in a fully refereed academic journal. This means that the style and structure of your text should be relatively formal. For instance, you should not submit a verbatim transcript of your oral presentation, such as, "Today I want to speak to you about …"
- Paper submissions must contain no more than 30% of textual material published in other places by the same author or authors, and these other places must be acknowledged and cited; in other words, the remaining 70% of the paper must be unique and original to your current submission.
- Authors must ensure the accuracy of citations, quotations, diagrams, tables and maps.
- You may use any recognized scholarly referencing style you choose, as long as you use it consistently and to the appropriate standards.
- Spelling can vary according to national usage, but should be internally consistent.
- Papers should be thoroughly checked and proofread before submission, both by the author and a critical editorial friend – after you have submitted your paper you are unable to make any changes to it during the refereeing process.
- Papers will be assessed by referees against ten criteria – or fewer if some criteria do not apply to a particular kind of paper (see the Peer Review Process).

Illustration/Electronic Artwork Guidelines:

- Figures and images must be clear and easy to view. Common Ground cannot improve the quality of images.
- Figures and tables need to be placed where they are to appear in the text. If preferred, you may also place images and tables at the end of your paper.
- Please refrain from using Word Drawing objects. Instead use images imported from a drawing program. Word Drawing objects will not be rendered in the typeset version.

Keyword Guidelines:
Keywords are extremely important in search engine rankings. To achieve better exposure for your paper, please make sure your keywords are clear and accurate.

Resubmission Policy:
If your paper has been rejected, we will allow a maximum of TWO further resubmissions until TWO months prior to the anticipated publication date.

How to submit a paper:
For information on how to submit a paper, please visit http://science-society.com/journal/publish-your-paper/.

The publication process is as follows:

- When we receive a paper, it is verified against template and submission requirements. If there are any problems, authors will be asked to resubmit the paper.
- The paper will be prepared and matched to two appropriate referees. When a paper has been submitted to the referees, authors will receive an email notification. Additionally, authors may be asked to referee up to 3 papers.
- When the referee reports are uploaded, authors will be notified by email and provided with a link to view the reports (after the referees' identities have been removed).
- If a paper is accepted, we will confirm conference registration before sending a Publishing Agreement.
- Authors will then be asked to accept the Publishing Agreement and submit the final paper.
- Papers will be typeset and proofs made available for final approval before publication in the journal's online bookstore as well as in individual author Creator Sites.

The final date for submission of papers to the Journal (for one way blind refereeing) is 7 September, 2011 – *one month after the close of the conference.*

Papers are published continuously in the online bookstore. Authors may view the status of their paper at any time by logging into their CGPublisher account at www.CGPublisher.com.

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Website: www.AgingandSociety.com/journal

The International Journal of the Arts in Society aims to create an intellectual frame of reference for the arts, and to create an interdisciplinary conversation on the role of the arts in society. This peer-reviewed journal is intended as a place for critical engagement and examination of ideas that connect the arts to their contexts in the world.
Website: www.Arts-Journal.com

The International Journal of the Book provides a forum for publishing professionals, librarians, researchers, authors, retailers, and educators to discuss that iconic artifact, the book—and to consider its past, present, and future. Discussions range from the reflective to the highly practical, with an eye towards new practices of writing, publishing, and reading.
Website: www.Book-Journal.com

The International Journal of Climate Change: Impacts and Responses seeks to create an interdisciplinary forum for discussion of evidence of climate change, its causes, its ecosystemic impacts, and its human impacts. This peer-reviewed journal also explores technological, policy, strategic and social responses to climate change.
Website: www.Climate-Journal.com

The International Journal of the Constructed Environment publishes broad-ranging and interdisciplinary articles on human configurations of the environment and the interactions between the constructed, social and natural environments. This peer-reviewed journal brings together researchers, teachers, architects, designers, and others interested in how we interact with our environment.
Website: www.ConstructedEnvironment.com/journal

Design Principles and Practices: An International Journal is a site of discussion exploring the meaning and purpose of "design" and the use of designed artifacts. This peer-reviewed journal examines transdiciplinary conversations between the theoretical and the empirical, the pragmatic and the idealistic.
Website: www.Design-Journal.com

The International Journal of Diversity in Organizations, Communities and Nations allows educators, professionals, and anyone interested in the mediation of cultural difference and diversity to empirically and strategically discuss globalization, identity and social group formation. This peer-reviewed journal reflects the business of negotiating diversity in organizations and communities.
Website: www.Diversity-Journal.com

Food Studies: An Interdisciplinary Journal provides an interdisciplinary forum for the discussion of agricultural, environmental, nutritional, health, social, economic and cultural perspectives on food. Contributions range from broad theoretical and global policy explorations, to detailed studies of specific human-physiological, nutritional and social dynamics of food.
Website: www.Food-Studies.com/journal/

The Global Studies Journal is devoted to mapping and interpreting new trends and patterns in globalization. This peer-reviewed journal attempts to do this from many points of view and from many locations in the world, working between empirical and general modes of engagement with one of the central phenomena of our contemporary existence.
Website: www.GlobalStudiesJournal.com

The International Journal of Health, Wellness and Society addresses a number of interdisciplinary health topics, including: physiology, kinesiology, psychology, health sciences, public health, and other areas of interest. This peer-reviewed journal is relevant to anyone working in the health sciences, or researchers interested in exploring the intersections between health and society.
Website: www.HealthandSociety.com/journal

The International Journal of the Humanities provides a space for dialogue and publication of new knowledge which builds on the past traditions of the humanities whilst setting a renewed agenda for their future. The humanities are a domain of learning, reflection and action, and a place of dialogue between and across epistemologies, perspectives and content areas. It is in these unsettling places that the humanities might be able to unburden modern knowledge systems of their restrictive narrowness.
Website: www.theHumanities.com/Journal/

The International Journal of the Image interrogates the nature of the image and the functions of image-making. This peer-reviewed, cross-disciplinary journal brings together researchers, practitioners, and teachers from areas of interest including: architecture, art, cultural studies, design, education, history, linguistics, media studies, philosophy, religious studies, semiotics, and more.
Website: www.OntheImage.com/journal

The International Journal of Learning sets out to foster inquiry, invite dialogue and build a body of knowledge on the nature and future of learning. This peer-reviewed journal provides a forum for any person with an interest in, and concern for, education at any of its levels and in any of its forms, from early childhood to higher education and lifelong learning.
Website: www.Learning-Journal.com

The International Journal of Knowledge, Culture and Change Management examines the nature of the organization in all its forms and manifestations. Across a variety of contexts, a pragmatic focus persists—to examine the organization and management of groups of people collaborating to productive ends, and to analyze what makes for success and sustainability.
Website: www.Management-Journal.com

The International Journal of the Inclusive Museum asks: In this time of fundamental social change, what is the role of the museum, both as a creature of that change, and as an agent of change? This peer-reviewed journal brings together academics, curators, researchers, and administrators to discuss the character and future of the museum.
Website: www.Museum-Journal.com

The International Journal of Religion and Spirituality in Society aims to create an intellectual frame of reference for the academic study of religion, and to create interdisciplinary conversations on the role of religion and spirituality in society. This peer-reviewed journal seeks to critically examine ideas that connect religious philosophies to their contexts throughout history.
Website: www.Religion-Journal.com

The International Journal of Interdisciplinary Social Sciences aims to examine the nature of disciplinary practices and the interdisciplinary practices that arise in the context of 'real world' applications. This rigorously peer-reviewed journal also interrogates what constitutes 'science' in a social context, and the connections between the social and other sciences.
Website: www.SocialSciences-Journal.com

Spaces and Flows: An International Journal of Urban and ExtraUrban Studies addresses some of the most pressing and perturbing social, cultural, economic and environmental questions of our time. This peer-reviewed journal focuses on spaces of production, consumption, and living, and flows of people, goods, and information as crucibles and vectors of ongoing transformation.
Website: www.SpacesandFlows.com/Journal

The International Journal of Sport and Society provides a forum for wide-ranging and interdisciplinary examination of sport. This peer-reviewed journal examines the history, sociology, and psychology of sport; sports medicine and health; physical and health education; and sports administration and management. Discussions range from broad conceptualizations to highly specific readings.
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The International Journal of Environmental, Cultural, Economic and Social Sustainability creates a place for the publication of papers presenting innovative theories and practices of sustainability. This peer-reviewed journal is cross-disciplinary in its scope, a meeting point for natural and social scientists, researchers and practitioners, professionals and community representatives.
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The International Journal of Technology, Knowledge and Society creates a place for the publication and presentation of innovative theories and practices relating technology to society. This peer-reviewed journal is cross-disciplinary in its scope and provides a meeting point for technologists with a concern for the social and social scientists with a concern for the technological.
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Ubiquitous Learning: An International Journal sets out to define an emerging field. Ubiquitous Learning is a new educational paradigm made possible in part by the affordances of digital media. Our changing learning needs can be served by ubiquitous computing. This peer-reviewed journal investigates the affordances for learning through digital media, in school, and throughout everyday life.
Website: www.Ubi-Learn.com/journal

The Journal of the World Universities Forum seeks to explore the meaning and purpose of the academy in times of striking social transformation. This peer-reviewed journal brings together university administrators, teachers and researchers to discuss the prospects of the academy and to exemplify or imagine ways in which the university can take a leading and constructive role.
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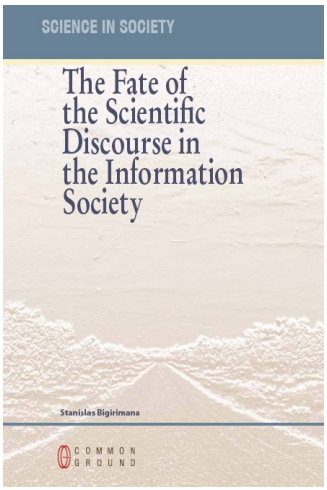
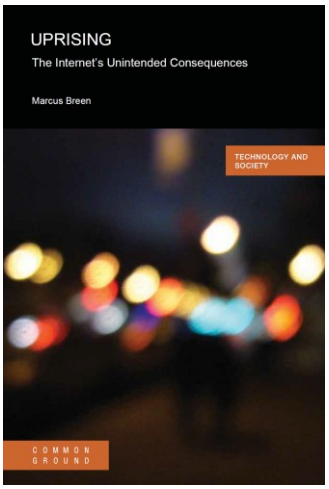


The Fate of the Scientific Discourse in the Information Society
By Stanislaw Bigirimana

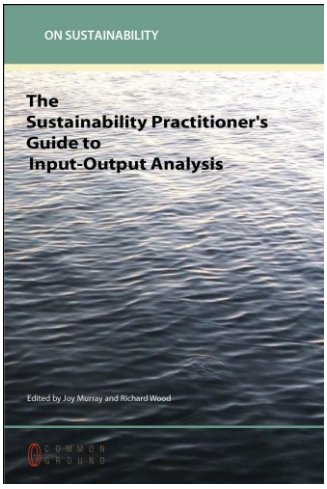
The hegemony of the scientific discourse was based on the discipline of the medieval synthesis. The progress of Newton's physics and the decrease of the power and the influence of the Church prompted this decline. Therefore, revelation, tradition and (religious) authority were no longer suitable foundations of knowledge. Genuine knowledge, in the scientific era, was to be founded on human reason and proved through observation, reasoning and experimentation. Through a mixture of Newtonianism, Darwinism and positivism, scientific principles and methods were applied to human affairs. However, the fate of the scientific discourse is uncertain for two reasons. First, there is an increasing awareness that some assumptions of science are applicable to only a small portion of the universe. Moreover, human interaction enhances aspects of purpose, value and meaning that cannot be investigated and formulated in physical terms.



Uprising: The Internet's Unintended Consequences
By Marcus Breen

The Internet has transformed social relations that were once managed by the powers that be. As a rapidly maturing communications technology, the Internet has brought people together even while it has reinforced privatism. The desktop computer, the laptop, the cellular and mobile phone, the Global Positioning System, the pilotless drone aircraft, video games and government documents courtesy of Wikileaks, all are connected on the network of networks. Together these converged elements of a global socio-technical system offer wonderful possibilities for human emancipation, even while those ideas collide with established ideas of civility and decency.

Utilizing a transdisciplinary approach, Uprising examines the way transgressive knowledge circulates in places and spaces where communication regulation has been removed. In doing so, the book offers a new approach to proletarianization.



The Sustainability Practitioner's Guide to Input-Output Analysis
by Joe Murray and Richard Wood

This book provides an introduction to input-output analysis for sustainability practitioners. It is designed for those with knowledge about the sustainability dilemma we face, but who are unsure about the how of measuring our impacts, tracking our progress and informing the decisions for a sustainable future.

Input-output analysis placed in a transdisciplinary setting is a method that captures the complexities and interdependencies of our social, economic and environmental support systems. Examples of the use of input-output analysis in life-cycle assessment, triple bottom line accounting and carbon and ecological footprints are provided along with an introduction to a range of software tools. In academic circles research has been gathering pace on these methods and issues over the last years. This book brings this state of the art to the decision makers and policy shapers of today.

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