

**DEPARTMENT  
OF THE  
HISTORY OF SCIENCE**

**THE UNIVERSITY OF OKLAHOMA**



**GRADUATE PROGRAM  
HANDBOOK**

**THE UNIVERSITY OF OKLAHOMA  
DEPARTMENT OF THE HISTORY OF SCIENCE**

**INFORMATION FOR STUDENTS  
IN  
THE HISTORY OF SCIENCE  
WORKING TOWARD THE DEGREES  
OF  
MASTER OF ARTS AND DOCTOR OF PHILOSOPHY**

I. Graduate College Requirements

Two types of requirements must be met: Those established by the faculty of the Graduate College, and those established by the faculty of the History of Science Department.

The Graduate College requirements are set forth in the Bulletin of that College and cannot be superseded, altered, or waived by the action of the faculty or any individual. The Graduate College Bulletin can be accessed at <http://gradweb.ou.edu/Current/gcBulletin/index.asp>. It is the student's responsibility to be familiar with and meet both Department and College requirements.

II. Advisement of Students

The Graduate Advisor has the main responsibility for supervising and coordinating faculty advisement of graduate students. The student has primary responsibility for seeking faculty consultation and advice in a timely fashion.

At the beginning of the program of study, the student consults with the Graduate Advisor. In this consultation a specific program for the first semester is determined, and a general program of studies may be sketched out. All students without advanced degrees in History of Science will be required to take a two-semester graduate survey course (HSCI 5990) in History of Science in their first year. This course is strongly recommended, but not required, for incoming students with advanced degrees in the History of Science. Additionally, students in their first year will enroll in the department seminar, HSCI 5970, in both fall and spring semesters. Students also should expect to enroll in a 5000-level Advanced Studies course (see Part VI below). In consultation with the Graduate Advisor, the student also should plan to devote time to foreign language study consistent with projected specialization in the program.

During the first semester in the program, each student will confer with a committee of two department faculty members, the Provisional Advisory Committee (PAC), to develop a general plan of study, define study objectives, and receive enrollment advice. One member of the PAC will be the Graduate Advisor, the other a faculty member of the student's choosing.

Once the student's program objectives have begun to develop (usually following the student's completion of one semester in the program, but in any case no later than the end of the second semester of enrollment), with the assistance of the Graduate Advisor the student should take steps to identify a formal Graduate Committee. Regular Master's Degree Committees usually consist of three department faculty members; regular Doctoral Committees usually consist of four department faculty members and one member from another department. The critical step is the

student's reaching agreement with a department faculty member to chair the Committee and thus to supervise the student's work toward the degree in question. The student should confer with the Committee chair at the beginning of each semester; although meetings with the entire committee will be less frequent, such comprehensive consultations should take place at least once each year.

### III. Rate of Course Work

A full-time graduate student with no employment obligations should think of three graduate-level courses (plus language study) as a full load. Students who hold Graduate Assistantships or who have other employment obligations will usually view a full load as consisting of two or three graduate-level courses plus language study. This will permit the student to complete the Master's Program within two years. All students holding assistantships are full-time students.

### IV. Outline of Master's Program Requirements

The major steps towards the Master's degree are:

- A. Completion of the course distribution requirements. The course distribution requirements for the Master's degree for all options below are as follows:
  1. A two-semester-long graduate survey course in the history of science (HSCI 5990) is required for all first-year students without advanced degrees in the History of Science.
    - a. Students are expected to enroll in this course during both the fall and spring semesters. This is a team-taught course, involving the entire faculty.
    - b. As a part of this course, students must audit a concurrent section of the relevant undergraduate survey, HSCI 3013 or 3023. Auditors are expected to do all the reading assignments and attend all lectures; examination requirements are generally excused, but this will be determined by the instructor of the 3013/3023 course.
    - c. A teaching assistantship in HSCI 3013/3023 during the semester in which 5990 is taken will substitute for auditing.
  2. A two-semester-long historiography and methods course (HSCI 5970) is required for all first-year students.
  3. One course each from the sequence HSCI 5513, 5523, and 5533 is required.
- B. Fulfillment of the requirements of either the Thesis or Non-Thesis Option for the Master's degree, or fulfillment of the requirements of the dual-Master's program.
  1. There are two options for earning an MA in History of Science. The student may choose either the Thesis Option or the Non-Thesis Option for the MA. Students intending to apply for admission to the PhD program are expected to select the Thesis Option.
  2. The requirements for earning an MA degree in History of Science by the Thesis Option are as follows:
    - a. Completion of an approved course of study comprising at least 30 approved credit hours of graduate course work;
    - b. Demonstrated competence in one approved foreign language;
    - c. Completion and oral defense of a Master's thesis, with that thesis being a single, sustained piece of writing modeled on a scholarly journal article as regards length and quality;

- i. It is expected that this thesis will be presented to the department (as a pre-circulated paper) and discussed as a part of the colloquium series.
    - ii. At the discretion of the student's MA committee, this presentation may take the place of the oral defense of the thesis.
  - d. For full-time students, all three of these requirements are to be satisfied by the end of the student's fourth semester in the program. If special circumstances warrant an exception, the Department may extend this deadline.
- 3. The requirements for earning an MA degree in History of Science by the Non-Thesis Option are as follows:
  - a. Completion of an approved course of study comprising at least 32 approved credit hours of graduate course work;
  - b. Demonstrated competence in one approved foreign language;
  - c. Submission to the student's Master's Committee of a portfolio of three research papers prepared as part of their regular graduate course work;
  - d. Satisfactory performance on a comprehensive examination, to be evaluated by the student's Master's Committee (see Appendix I);
  - e. For full-time students, all four of these requirements are to be satisfied by the end of the student's fourth semester in the program. If special circumstances warrant an exception, the Department may extend this deadline.
- 4. The requirements for earning an MA degree in History of Science as part of the dual-Master's program in partnership with the School of Library and Information Science are as follows:
  - a. Satisfaction of the course distribution requirements above;
  - b. Satisfactory completion of either the Thesis or the Non-Thesis Option above, with two alterations:
    - i. The total hours required will be 27 hours credited towards the History of Science MA if the Thesis Option is selected or 29 hours if the Non-Thesis Option is selected (a three-hour reduction for each option from the standard);
    - ii. The timetable for completion of the dual-Master's program will be set by the student's MA committee, subject to departmental approval.

## V. Outline of Doctoral Program Requirements

The major steps towards the PhD degree are:

- A. Satisfaction of course requirements:
  - 1. Completion of an approved course of post-baccalaureate study comprising at least 48 credit hours of graduate course work, not counting hours for dissertation research. Usually, more than 48 hours of formal course work are necessary. The Ph.D. degree calls for a total of 90 approved credit hours beyond the baccalaureate degree, or 60 hours beyond the Master's degree, including dissertation hours.
  - 2. Students admitted to the doctoral program are assumed to have satisfied the course distribution and language requirements for the Master's.
    - a. If not, additional coursework or language study may be required.

- b. There are no additional course distribution requirements at the PhD level other than in preparation for field requirements, described below.
- 3. Students are strongly encouraged to take one or more courses outside the department, especially (but not solely) to fulfill the requirements of the outside field. These courses normally, though not necessarily, will be in the history department.

- B. Demonstrated competence in a second approved foreign language;
- C. Satisfactory completion of the General Examination, described below;
- D. Completion of a satisfactory doctoral dissertation and its defense in an oral examination.

VI. Course Requirements for Graduate Degrees

Note: The 5500-series of courses in the History of Science includes the following:

- 5513 – Advanced Studies in the History of Ancient and Medieval Science
- 5523 – Advanced Studies in the History of Renaissance and Early Modern Science
- 5533 – Advanced Studies in the History of Modern Science
- 5550 – Topics in the History of Science (graduate level)

Each of these courses may be repeated with a change of content; maximum credit for any one of these courses is 12 hours. In certain cases when the specific content of the Topics course (5550) warrants it, completion of the Topics course may be counted as fulfilling the requirement of one of the Advanced Studies courses.

A. Master of Arts Degree

Students working toward the Master of Arts degree (Thesis Option) are expected to fulfill the following minimum course requirements:

History of Science Graduate Survey (5990)	— 6 hours
Seminar (5970)	— 6 hours
Advanced Studies in the History of Science (one course in each of the following fields: Ancient/Medieval; Renaissance/Early Modern; Modern Science: 5513, 5523, 5533)	— 9 hours
Elective Courses: students may choose among approved courses outside the department (e.g. History), and department offerings, such as HSCI 5550 and HSCI 5960	— 6 hours
Master’s Thesis Research (5980)	— 3 hours
	30 hours

## B. Doctor of Philosophy Degree

Students working toward the Doctor of Philosophy degree usually will be expected to fulfill the following minimum course requirements (not counting dissertation hours) before completion of the General Examination:

Approved course of study consisting of 30 credit hours for the Master's degree, or its equivalent	— 30 hours
Additional hours specified by the student's committee	— 18 hours
	<hr/>
	48 hours

For sample programs, see Appendix II.

## VII. The History of Science Seminar and Preparation of the Master's Thesis

During the first year of the Master's program, participation in the 5970 seminar is mandatory. Generally, in the Fall semester the 5970 seminar will focus especially on learning fundamental methods and techniques for research in the history of science, including particular attention to such problems and issues as use of research tools and presentation of research results in selected interpretive frameworks. Generally, the Spring semester 5970 seminar will be a 'pro-seminar,' concentrating on analysis and assessment of selected scholarly interpretations as well as on original research.

By the end of the second semester of the Master's program, students should consult their Master's degree committee (see section II above) to define a Master's thesis topic and prepare a prospectus for the Master's thesis. Final determination of the topic should occur no later than end of the Fall semester of the second academic year.

## VIII. Foreign Language Requirements

Wide acquaintance with foreign languages is expected of students in the history of science at the University of Oklahoma. Generally speaking, it is desirable for the professional historian of science to have a reading knowledge of French and German, and Latin for those with specializations before the modern period. Each student in the graduate program will develop a plan for appropriate language competency, in consultation with the student's committee. This plan may require review and adjustment as the student proceeds in his or her program of graduate study.

For the Master of Arts degree, demonstrated reading competence in at least one foreign language is required.

For a student in the doctoral program, as the student's knowledge and interests develop, requirements in foreign language competency appropriate to the student's objectives will be determined by the doctoral committee in consultation with the student. In every case, requirements for the Ph.D. degree will include demonstrated reading competence in at least two appropriate foreign languages.

Students are strongly encouraged to take foreign language competency examinations as early as possible in their programs of study. Attaining competence in a foreign language prior to enrollment in the graduate program confers significant benefits toward timely completion of the

degree. Those entering with knowledge of one or more appropriate languages should demonstrate their competency at the time of enrollment in the graduate program, or as soon thereafter as possible.

It is generally expected that every graduate student will pass one appropriate foreign language competency test no later than the start of the third semester of enrollment. Basic reading competency can be established by passing the reading examination administered by the appropriate language department, or by completion of six credit hours of appropriate intermediate-level language courses with grades no lower than B. If competency is established by intermediate-level course credit, earned at an accredited college or university, the credit should date back no more than five years.

Students should expect to apply and develop their knowledge of appropriate foreign languages in seminar work. Some questions incorporating materials in pertinent foreign languages can be expected in the General Examination.

#### IX. Admission to the Doctoral Program

As a rule, students wishing to begin study toward an advanced degree in the University of Oklahoma's graduate program in the History of Science are expected to apply for admission to the Master of Arts program. This includes applicants who intend to work through the M.A. program into the doctoral program. In certain circumstances, however, an applicant may be accepted directly into the Ph.D. program. Such circumstances include particularly applicants who have earned Master's degrees in the history of science in comparable programs established at other universities.

Students in the University of Oklahoma Master of Arts program in History of Science may be recommended for advancement into the Ph.D. program upon completion of the M.A. program with a sufficiently high standard of performance. Students wishing to pursue the Ph.D. should select the Thesis Option and should apply formally to the department upon successful completion of Master's requirements. In their application students should summarize briefly their work in the M.A. program and indicate (a) the primary field in which the doctoral program will concentrate and the faculty supervisor with whom they will work and (b) professional goals and the contribution the doctoral program will make in their achievement.

#### X. General Examination for the Ph.D. Degree

##### A. Procedures

1. The General (Qualifying) Examination for the Ph.D. consists of two parts, one written and one oral.
2. Each written field examination is four hours in length and given on a separate day. The oral examination is the culmination of the entire General Examination and is not a separable part.
3. After the oral examination the Committee will judge the entire General Examination to be one of the following: Pass with distinction; Pass; Pass conditional on certain requirements being met by the student; Fail.
4. If the General Examination is failed, it may be retaken once.
5. Upon satisfactory completion of the General Examination, the student is admitted to Candidacy for the degree of Doctor of Philosophy.

##### B. Doctoral field requirements

1. Students must satisfy the requirements for four distinct fields: three of these fields will be examined and will be closely related to the student's doctoral

research; the fourth field may be satisfied without an examination and will differ from the student's specialization enough to ensure a breadth of competence sufficient to teach survey courses and to participate as an active and informed member of the history of science community.

2. The doctoral field, designed by the student and his/her committee chair, supports his/her dissertation research.
  - a. It may be defined by period, region, and/or theme.
  - b. Examples of possible doctoral fields include: "Gender and Modern Science," "Early Modern Natural Philosophy/Natural History," "The Life Sciences Since 1800," "Science and Technology in American Culture," "Science and Religion From Antiquity to the 17th Century/From the 17th Century to the Present," "Race and Science," "Science and Popular Culture," "Science and Patronage," "The Laboratory in Modern Science," "Science and Imperialism," "Science and the Professions."
3. The second field is typically (but not necessarily) supervised by a member of the student's committee other than the committee chair.
  - a. This field may be defined by period, region, and/or theme, or it may be a research tools and methods field.
  - b. This field will be closely related to a student's research interests but in a manner distinct from the doctoral field, thus providing a different thematic focus, methodological/theoretical perspective, or context than the doctoral field.
  - c. Examples of possible second fields include fields similar to those listed above as possible doctoral fields, plus research tools and methods fields, which might include fields like "Research Methods in the History of Medieval Natural Philosophy," or "Research Methods in the History of Pre-Modern Scientific Literature."
4. The outside field is typically (but not necessarily) supervised by a faculty member outside of the department, presumably a member of the student's committee. This field is intended to support the student's research interests by providing a different perspective on or a different context for the student's research topic.
  - a. It may be defined by period, region, and/or theme. If the second history of science field is not a research tools and methods field, the outside field may be constructed as such.
  - b. Examples of possible outside fields include: "Early Modern Intellectual/Cultural/Social History," "19th-20th Century American Intellectual/Cultural/Social History," "Modern European Intellectual/Cultural/Social History," "Methods and Techniques of Oral History," "Science in Modern Literature," "Anthropology of Science/Medicine," "Philosophy of Science," "Modern Environmental History," "The Cultural Geography of Science and Technology." [Slashes are to indicate alternatives.]
5. The complementary field may be satisfied by means other than a written examination, as determined by the student's committee.
  - a. Such alternate means may include course work and/or the submission of a portfolio of work, which may include detailed syllabi for survey courses along with papers prepared for graduate courses. It also may involve a written examination if the committee so chooses.

- b. The goal of this field is to provide the student with a broader perspective on the history of science than found in his/her three research fields. This breadth should be sufficient to enable the student to teach courses he or she is likely to be expected to teach.
- c. This field will cover periods, themes, and regions substantially distinct from his/her research fields.

C. Program oversight and documentation for doctoral work

1. Faculty supervising fields are expected to discuss the design of the field and its requirements with the student and to consult with his/her committee chair to ensure that the field fits the student's needs, the chair's expectations, and the supervising faculty's standards for competence in the area of study.
2. Faculty supervisors will meet regularly with students to discuss readings and other assignments. Some work for a field supervised by one faculty member may take the form of coursework with another faculty member.
3. Faculty supervising a field will work with the student to prepare a brief, 1-2 page, description of the field and its requirements.
  - a. This description will outline the core topics to be covered, list any course requirements, and describe briefly any major writing assignments.
  - b. Copies of this field description will be kept by the field supervisor, the student, and the committee chair. A copy also will be submitted to the department.

D. Timetable for completion.

1. Students and their committee chairs should establish a timetable for completion of general field examinations with clear, specific expectations for required content and deadlines.
2. As a rule, full-time students are expected to complete the requirements for their general examinations within three semesters of completion of requirements for a Master's degree. The department may authorize individual extensions to this timetable if special circumstances warrant.
3. Defense of a dissertation proposal may be part of the general examinations, or it may be submitted to the committee within three months of completion of general examinations. The department may authorize individual extensions to this timetable if special circumstances warrant.

E. Program approval

1. The timetables and field descriptions are to be submitted to the department no later than the beginning of the second semester after admission to the Ph.D. program.
2. When materials for a student's program of study are submitted to the department, the entire department faculty will be notified.
3. These materials will be available for advice and comment for a period of 30 days during the regular academic year. When the review period occurs outside the academic year, faculty should be asked to acknowledge receipt of the materials.
4. There is no requirement for formal faculty discussion of a student's program, unless objections are raised during this review period, at which point the matter may be brought before the full department, which may then request that changes be made.

5. The responsibility for the student's course of study is vested in the doctoral committee.
  - a. Departmental review of a student's planned course of study is not intended to usurp that responsibility, but rather to be an opportunity for advice and commentary on the general structure and scope of the fields and their requirements.
  - b. The requirement that the general nature and scope of the various fields be submitted in written form to the department is also intended to benefit the student by ensuring that expectations are clear, thus enabling students to maintain consistent progress toward the completion date identified at the beginning of the process.
6. If no request for changes has been made by the end of the notification period, the student's program shall be considered approved. The department may approve a student's program of study before the 30 days have elapsed if there is a need for timely action.
7. Significant modifications to a student's program, such as replacement of one field with another, changes in committee members, addition or subtraction of a major research or writing assignment, or modifications to the timetable of more than a semester, shall be accompanied by a new departmental approval process.

F. Scheduling for the General Examination

1. Although the General Examination may be taken all at one time (three or four written field examinations within a period of two weeks or less, followed by an oral examination within one or two weeks), it may also be taken in parts at intervals separated by several weeks or months.
2. In either case the oral portion of the examination is performed at the end, after completion of all field examinations.
3. The General Examination must be completed within one semester of its start, delimited by the first and last days of the term. If the General Examination is not completed within one semester, any field examination taken more than a semester earlier will be repeated.
4. The student will be required to have passed foreign language requirements for two languages before beginning the General Examination. Demonstrated competence in more than two foreign languages may be required in cases where the student's objectives and program of study warrant.

For additional information concerning preparation for the General Examination, see Appendix III.

XI. Doctoral Dissertation

Presentation of a Ph.D. dissertation prospectus is expected within three months of a doctoral student's successful completion of the General Examination.

The doctoral candidate works closely with the faculty member supervising the dissertation research. Information and instructions are available at the Graduate College office concerning procedures for submission of the dissertation reading copy, and on the prescribed dissertation format.

Defense of the dissertation, based on the reading copy, takes place in a Final Oral Examination, which is a public event.

## XII. Annual Evaluation of Graduate Students

The Graduate College requires that each continuing graduate student be given a written evaluation of performance at the end of the academic year. This evaluation is completed only after the end of the Spring semester. A copy of the evaluation statement goes to the Graduate College.

As a preliminary phase of the annual evaluation, each graduate student takes part in a self-evaluation exercise, including discussion of the self-evaluation in conference with the Graduate Advisor and one other department faculty member, chosen by the graduate student. The second faculty member selected for this conference should have some basis for knowledge of the graduate student's work, usually as teacher of a seminar or an advanced course. Ph.D. Candidates should usually select their dissertation advisor as the second conference participant.

Conferences are scheduled during the four-week period immediately following Spring Vacation. Students are asked to provide the two faculty members involved with a self-evaluative statement on their progress in the graduate program, focusing particularly on progress within the preceding year and goals for the coming year, a week before the scheduled conference. If the student holds an appointment as a graduate assistant, the statement should include some evaluation of performance in that capacity. All students – whether currently graduate assistants or not – should make known their requests to be considered for an assistantship appointment at this time.

## **Appendix I**

### **Additional Information Concerning Preparations for the Comprehensive M.A. Examination (Non-Thesis Option)**

The department faculty members strive in every case to ensure fairness and equity among all program students and high standards of scholarship among those completing their course of study with the non-thesis Master's degree. The department's procedures are in conformance with and proceed from the requirements specified in the Graduate College Bulletin.

The Comprehensive Examination committee for students selecting the Non-Thesis Option for the MA is composed of no fewer than three graduate faculty members of the department. The composition of the committee is determined by the department, in consultation with the student.

Preparation for the Comprehensive Examination begins with the student's initial enrollment in the program. Through coursework, seminars, independent reading, participation in departmental colloquia, and regular personal interaction with faculty and fellow students, graduate students in the History of Science are encouraged to broaden their understanding of the discipline. In all cases, students are encouraged by the graduate advisor to meet with each faculty member on the Comprehensive Examination committee in the semester before the examination to monitor preparations. Included among these preparations is a review of course syllabi, supplemented by additional reading, where necessary. The graduate advisor coordinates these efforts.

The Comprehensive Examination consists of an oral examination administered by the committee. Members of the committee present questions that survey the history of science. Committee members also consider the student's preparation in the program.

Immediately following the oral examination, all committee members meet to discuss the student's performance. The committee seeks to determine whether responses in the examination display sophisticated and comprehensive understanding of the history of science. Relatively minor deficiencies may still not disqualify the candidate; serious and extensive deficiencies will result in failure on the examination.

Students are notified of passage immediately after the examination. In cases of failure of the examination, the committee provides the student with a copy of the Authority Report Form filed with the Dean of the Graduate College and a written assessment of the deficiencies displayed in the examination. Students may retake the examination a second time. If the student decides to attempt the examination after further preparation, the general recommendations for preparation outlined above apply once again, but on this occasion the student and each member of the committee are guided by the written assessment. Students may not retake the examination a third time.

## Appendix II

### Sample Graduate Programs for M.A. and Ph.D. Assuming 2-Year MA with Master's Thesis

Example 1: student interested in modern life sciences. Major fields: modern life sciences (doctoral), patronage and scientific institutions (second), modern American intellectual history (outside), early modern natural philosophy/the Scientific Revolution (complementary).

Year 1 Fall	Year 1 Spring	Year 2 Fall	Year 2 Spring
5970 5990 5523 Language Work	5970 5990 5533 Language Work	5513 5550 Begin Master's Thesis Language Work	5960 5980 Finish Master's Thesis Language Work
Year 3 Fall	Year 3 Spring	Year 4 Fall	Year 4 Spring
5533 Outside Field Course Language Work	5550 Outside Field Course Language Work	5960 5550 Complete Generals	Submit proposal Begin dissertation

In the above example, the student satisfies her 55X3 requirements and other Master's requirements by spring of year 2, satisfies the requirements for the doctoral field with a second 5533 (on history of modern life sciences, say) and a 5960 in fall of year 4 (further reading on biology and society), satisfies the requirements for the second field in history of science with a 5550 in fall year 2 (on patronage, say) and a 5960 in spring of year 2 (on scientific institutions), satisfies the requirements for the outside field with two courses in year 3, and satisfies the requirements for the complementary field by taking another two 5550s and submitting detailed syllabi for a course on the Scientific Revolution and a modern survey. (Alternatively, this student might have taken a second 5523 and a 5550 to satisfy the requirements of the complementary field). Total hours credited towards the MA by end of year 2: 30 (including 3 thesis hours).

Example 2: student interested in early modern natural history. Major fields: early modern natural history (doctoral), scientific illustration (second), Early Modern cultural history, with an emphasis on religion (outside), science in antiquity (complementary)

Year 1 Fall	Year 1 Spring	Year 2 Fall	Year 2 Spring
5970 5990 5523 Language Work	5970 5990 5533 Language Work	5513 5550 Begin Master's Thesis Language Work	5960 5980 Finish Master's Thesis Language Work
Year 3 Fall	Year 3 Spring	Year 4 Fall	Year 4 Spring
Outside Field Course 5550 Language Work	5960 5523 Language Work	5550 Outside Field Course Complete Generals	Submit proposal Begin dissertation

This student satisfied his Master's requirements by taking the 55X3s and completing his Master's essay by the end of the second year. He satisfies his doctoral field requirements with a second 5523 (early modern science and religion, say) and a 5960 on early modern natural history. He satisfies his second field requirements with a 5550 on scientific imagery and representation

and a 5960 focusing on early modern scientific images. He satisfies his outside field requirements with a pair of reading courses in the history department on early modern cultural history, and he satisfies his complementary field requirements with a second 5513 and a 5550 (perhaps Aristotelian natural philosophy). He also submits detailed syllabi for his own 3013 and for a course on science and religion to satisfy the complementary field requirement.

## Appendix III

### Additional Information Concerning Preparations for the General Examination

The department faculty members consider the general examination one of the most important steps in the training of doctoral students, and strive in every case to insure fairness and equity among all program students and high standards of scholarship among those advanced to candidacy. The following remarks are intended to supplement details provided in section X, above.

- (a) **The Role of the Outside Member of the Doctoral Committee.** The department agrees with, and acts in accord with, the Graduate College policy regarding outside members of doctoral committees. The Graduate College requires that committees be composed of five graduate faculty members, at least one of which must be outside the major department. It is expected that the supervisor of the outside doctoral field will satisfy this Graduate College policy as well as offer informed advice and criticism of the student's work. Students are also encouraged to consider the addition of a sixth member from outside the University with special expertise in the area of the dissertation.
- (b) **The Procedures Used to Prepare the Examination.** The composition of the General Examination is described in section X of the department's Information statement. The questions for each field are written by the faculty members that supervised the fields, with other faculty being asked to write questions at the committee chair's discretion. The entire examination, however, is reviewed by all members of the committee to insure balance, comprehensiveness, and fairness.

In preparing each section, faculty draw upon considerations that include, but are not restricted to the following:

- the current state of the field
- the historiographical issues that inform current and previous research traditions in the field
- the student's interests as they pertain to the field as a major or minor field of specialization
- the student's prior preparation in the program.

In all cases, the goal is to prepare an examination that insures comprehensive knowledge and opportunities for student specialization.

- (c) **Recommendations for Preparation for the General Examination.** Through coursework, seminars, independent reading, participation in departmental colloquia, and regular personal interaction with faculty and fellow students, graduate students in the History of Science are encouraged simultaneously to broaden their understanding of the discipline and to establish informed perspectives on possible areas for specialized research. The chair of the committee assumes ultimate responsibility for coordinating this preparation.
- (d) **Guidelines for Determining Pass/Fail.** The entire examination is read by all members of the committee. Thereafter, the committee meets to discuss the acceptability of the

candidate's responses. Evaluations of specialized faculty within each field are considered especially significant in the general decision regarding the candidate's advancement to the oral part of the examination. Deficiencies within parts of the responses may serve either to fail the candidate before the oral examination (if they are especially broad and serious), or focus discussion in the oral examination (if they are relatively minor and tangential).

The same standards and general procedure apply to the oral examination. The committee seeks to determine whether responses in the written and oral portions of the examination display sophisticated and comprehensive understanding of the history of science. Relatively minor deficiencies may still not disqualify the candidate; more serious but limited ones may result in the recommendation that the candidate retake portions of the examination; serious and extensive deficiencies will result in failure on the entire examination.

- (e) **Feedback to Students Regarding performance on Oral and Written Examinations.** Students are notified of passage immediately after the oral portion of the examination. Where the committee has reservations about portions of the examination, the student is informed immediately after the oral portion of the examination, and in addition to a copy of the report filed with the Dean of the Graduate College, the committee chair provides the candidate with a written statement of the deficiencies, together with procedures for remediation.

In cases of complete failure of the examination, the committee chair provides the candidate with a copy of the report filed with the Dean of the Graduate College and a written assessment of the deficiencies displayed in the examination. Candidates may retake the examination a second time, as described below, but not a third time.

- (f) **Procedures in Cases of Unsatisfactory Performance on the General Examination.** As noted above, the candidate may display minor deficiencies in parts of the examination that do not result in complete failure. In such cases, the committee may recommend that the student prepare further and either take the examination in those fields again or, depending on the circumstances, require the student to prepare a special area of the field and submit other written work that displays satisfactory achievement.

In cases of complete failure of the examination, the student and chair of the committee meet to discuss the performance and determine the student's future course of action. In some cases, the student may decide to withdraw from the program. If the student decides to attempt the examination after further preparation, the general recommendations for preparation outlined above apply once again, but on this occasion the student and each member of the committee are guided by the written assessment described in the previous section.

## **Appendix IV**

### **History of Science Graduate Research Award**

Through the generosity of an anonymous donor, the department will initiate a History of Science Research Award. To encourage graduate students in the preparation, presentation and publication of excellent research papers, the Department of the History of Science will present one award annually. Students can apply in any one of the three categories below:

- (a) Travel and/or material support in the preparation of a paper
- (b) Travel support to attend a meeting at which the research paper will be presented
- (c) Recognition of research papers published in the previous calendar year

#### Application Process

For category (a), the application will consist of a brief (2-page maximum) description of the research to be undertaken and the need for travel and/or research funds in the form of a budget. For category (b), the application will consist of an abstract of the paper and an estimate of travel/registration expenses, a description of the meeting at which the paper will be presented, and assurances from the meeting organizer(s) that the paper has been accepted for presentation. For category (c), the application will consist of a copy of the paper and, if not contained in the published article, a 250-word abstract.

Because the amount of funding will vary with the income from the endowed fund, applicants in categories (a) and (b) should also attempt to secure funding for travel from other sources. In all three categories, the criteria for selection will be the quality of the proposed activity or product.

Deadline for Applications: 1 October.

Selection of the recipients will be made by the History of Science Graduate Studies Committee, with announcement of the awards on or before 1 November.

## Department Faculty and Their Research Interests

### CURRENT FULL-TIME DEPARTMENT FACULTY

**Peter Barker**, Professor (Ph.D., SUNY Buffalo)

History and historiography of the Scientific Revolution; 19th- and 20th-century physical science; history of psychology; philosophy of science

Recent Selected Publications:

*The Cognitive Structure of Scientific Revolutions*. Hanne Andersen, Peter Barker and Xiang Chen (co-authors). Cambridge: Cambridge University Press, 2006.

*New Work In Early Modern Science*. P Barker (ed.) *Centaurus*, 48 (1) 2006.

*Astronomy and Astrology from the Babylonians to Kepler: Essays presented to Bernard R. Goldstein on the occasion of his 65th Birthday*. P. Barker et al. (eds.). Part I. *Centaurus*, 45 (1-4) 2003. Part II. *Centaurus*, 46 (1) 2004.

*New Foundations in the History of Astronomy: A Collection of Essays in Honor of Bernard R. Goldstein*, P. Barker (ed.) *Perspectives on Science*, 10 (2003).

“The Lutheran Contribution to the Astronomical Revolution”, in J. Brooke & E. Ihsanoglu (eds.) *Religious Values and the Rise of Science in Europe*. Istanbul: Research Centre for Islamic Art History and Culture (IRCICA), 2005. pp. 31-62.

“Copernicus’ First Friends: Physical Copernicanism from 1543 to 1610”, (with Katherine Tredwell) *Acta Philosophica/Filozofski vestnik*, 25 (2004) 143-666.

“The Copernican Revolution: A Cognitive Historical Approach” in Li Ping (et al.) (eds.) *Science, Cognition and Consciousness*. Nanchung (China): People’s Press, 2004. pp. 75-95.

“Astronomy, Providence and the Lutheran Contribution to Science” in A. J. L. Menuge (ed.) *Reading God’s World: The Scientific Vocation*, St. Louis: Concordia Press, 2004. pp. 157-87.

“How Rothmann Changed His Mind” in A. Bowen et al. (eds.) *Astronomy and Astrology from the Babylonians to Kepler*. *Centaurus*, 46 (2004): 41-57.

**Kathleen Crowther**, Assistant Professor (Ph.D., The Johns Hopkins University)

Early modern science and medicine; body and gender in early modern Europe; science and religion

Recent Selected Publications:

“Wonderful Secrets of Nature: Natural Knowledge and Religious Piety in Reformation Germany,” *Isis* 94(2003) 253-273.

“‘Be Fruitful and Multiply’: Genesis and Generation in Reformation Germany,” *Renaissance Quarterly* 55(2002) 904-935,

“Creating Adam and Eve: Body, Soul and Gender in Sixteenth-Century Germany,” Ph.D. thesis, Johns Hopkins University, 2001.

**Piers J. Hale**, Assistant Professor (D.Phil, Lancaster University, England)

Science, Technology, and Society, Social History of Modern Biology; Biomedical and Environmental Ethics; British Socialism, Environmentalism and Feminism; Gender and the Body; Science and Utopia

Recent Selected Publications:

“The Search for Purpose in a Post-Darwinian Universe: George Bernard Shaw, ‘Creative Evolution’, and Shavian Eugenics,” *History and Philosophy of the Life Sciences*, (in press).

“Evolving Utopia: The Biology of Nowhere,” in Phillippa Bennet et al.(eds.), *William Morris in the Twenty-First Century*, (forthcoming).

“Labor and the Human relationship with nature: The naturalization of politics in the work of Thomas Henry Huxley, Herbert George Wells, and William Morris,” *Journal of the History of Biology*, 36(2003) 249-284.

**Hunter Heyck**, Associate Professor (Ph.D., The Johns Hopkins University)

19th- and 20th-century science; science and social thought; history of technology; information technology and society; technology and the environment.

Recent Selected Publications:

*Herbert A. Simon: The Bounds of Reason in Modern America*, Johns Hopkins University Press, 2005.

“Patrons of the Revolution: ideals and institutions in postwar behavioral science,” *Isis*, vol. 97, no. 3 (September 2006): 420-446.

“Building an Interdisciplinary Community: Herbert Simon and the GSIA,” *Journal of the History of the Behavioral Sciences*, vol. 42, no. 4 (Fall 2006): 311-334.

“Think Piece: Mind and Network,” *Annals of the History of Computing*, vol. 27, no. 3 (July-September) 2005: 103-4.

“George A. Miller,” in the *Dictionary of American Philosophers*, (Bristol, UK Thoemmes Press, 2005).

“Herbert Simon,” *Encyclopedia of American Lives*, (NY: Scribner’s, 2004).

“A.R. Hall’s Scientific Revolution,” *H-Ideas Retrospective Reviews*, February 2001.

“Mystery and Meaning: a Reply to Green,” *History of Psychology*, 3, no. 1, (February 2000).

“George A. Miller, Language, and the Computer Metaphor of Mind,” *History of Psychology*, 2, no. 1, (February 1999).

**Steven J. Livesey**, Professor and Chair of the Department (Ph.D., U.C.L.A.)

Medieval science; history of early scientific methodologies; science in medieval universities

Recent Selected Publications:

*Medieval Science, Technology, and Medicine: An Encyclopaedia*, ed. Thomas F. Glick, Steven J. Livesey, Faith Wallis. London: Routledge 2005.

Entries (180) for *International Encyclopaedia for the Middle Ages-Online* [[http://www.brepolis.net/info\\_iema\\_en.html](http://www.brepolis.net/info_iema_en.html)] Brepols: Turnhout 2004-2007.

- “*Accessus ad Lombardum*: The Secular and the Sacred in Medieval Commentaries on the *Sentences*,” *Recherches de philosophie et théologie médiévales* 72(2005) 153-174.
- “James of Venice” (p. 282); “Lombard, Peter” (pp. 315-316); “Quadrivium” (pp. 431-432); “Scholasticism” (pp. 453-455); “Scientia” (pp. 455-458) in *Medieval science, technology, and medicine : an encyclopedia*, ed. Thomas F. Glick, Steven J. Livesey, Faith Wallis. London-New York: Routledge 2005.
- “John of Reading,” “Richard Swineshead,” “William Heytesbury,” *The Continuum encyclopedia of British philosophy*, ed. A. C. Grayling, Andrew Pyle, Naomi Goulder. 4 volumes. Bristol: Thoemmes Continuum, 2006. pp. 1451-1452, 1680-1681, 3097-3098.
- “*Lombardus electronicus*: A Biographical Database of Mediaeval Commentators on Peter Lombard’s *Sentences*,” in *Medieval Commentaries on the Sentences of Peter Lombard. Current Research*, ed. Gillian R. Evans. Leiden: E. J. Brill, 2002. pp. 1-23.
- “Medieval Latin Aristotle Commentators: Addenda and Biographical Precisions,” *Bulletin de philosophie médiévale*, 43(2001) 95-132.
- “Scientific Writing in the Latin Middle Ages,” in *Scientific Books, Libraries and Collectors*, ed. Andrew Hunter. 4<sup>th</sup> edition. Aldershot: Ashgate, 2000. pp. 72-98.
- “*De viris illustribus et mediocribus*: A Biographical Database of Franciscan Commentators on Aristotle and Peter Lombard’s *Sentences*,” *Franciscan Studies*, 56(1998) 203-236.
- Antonius de Carlenis, O.P. Four Questions on the Subalternation of the Sciences*. Introduction, critical edition, and translation. Philadelphia: American Philosophical Society, 1994 [*Transactions*, 84].

**Kerry V. Magruder**, Visiting Assistant Professor of Bibliography, History of Science Collections, Adjunct Assistant Professor of the History of Science (Ph.D. Oklahoma) 17th-/18th-century theories of the earth; early geology, cosmology, and the development of historical sciences

#### Recent Selected Publications and Presentations:

- “Earth, Theories of the,” and “Geology,” in *Europe 1450 to 1789: Encyclopedia of the Early Modern World*, ed. Jonathan Dewald. New York: Charles Scribner’s Sons 2004. (with Kenneth L. Taylor).
- “The *Sphaera* of Gabriele Beati: Jesuit Cosmology in the Mid-Seventeenth Century,” History of Science Department Colloquium, January 18, 2002.
- “Theories of the Earth from Descartes to Cuvier: Natural Order and Historical Contingency in a Contested Textual Tradition,” Ph.D. dissertation, University of Oklahoma, 2000.
- “Crossing Disciplinary Divides: Global Visions and Hexameral Idiom in Textual Traditions before Geology,” Presentation at the Geological Society of America 1999 annual meeting, Denver, Colorado, October 25-28.
- Essay review of A. C. Crombie, *Styles of Scientific Thinking in the Western Tradition*. In *The Sixteenth Century Journal*, 26(1995) 406-410.

**Suzanne Moon**, Assistant Professor (Ph.D., Cornell University)

History of technology, 20th-century international development, technology, science and colonialism, technology outside the western world, Southeast Asia, environment

Recent Selected Publications:

*Technology and Ethical Idealism: A History of Development in the Netherlands East Indies*, forthcoming in the Leiden University Press Overseas History Series.

“The Emergence of Technological Development and the Question of Native Identity in the Netherlands East Indies,” *The Journal of Southeast Asian Studies*, 36(2005) 191-206.

“Development, Technology, and the Unique Economy of the Colony: the Dual Economy Thesis in Netherlands East Indies’ Development Policies, c. 1920,” in *Science, Tropical Medicine, and Empire. Western Europe and the Colonial World Since 1800*, Benedikt Stuchtey (ed.), Oxford: Oxford University Press, 2005.

“Empirical Knowledge, Colonial Authority, and Native Development: The Controversy over Sugar/Rice Ecology in the Netherlands East Indies, 1905-1914,” *Environment and History*, 10( 2004) 59-81.

“The Trouble with Mechanized Farming: Colonial Politics of Technological Change in the Netherlands East Indies c. 1920,” *East Asian Science, Technology, and Medicine* 16(1999) 73-87.

“Takeoff or Self-Sufficiency: Ideologies of Development in Indonesia 1957-1961,” *Technology and Culture*, 39(1998) 187-212.

**Marilyn B. Ogilvie**, Curator of the History of Science Collections, Professor of Bibliography, Professor of the History of Science (Ph.D., Oklahoma)

19th- and 20th-century science; history of women in science; modern biological science

Recent Selected Publications:

*Marie Curie: A Biography*. Westport, Conn.: Greenwood Press, 2004.

*A Dame Full of Vim and Vigor: A Biography of Alice Middleton Boring, an American Biologist in China*. London: Harwood Academic 1999.

*Biographical Dictionary of Women in Science*, ed. with Joy Harvey. New York: Routledge, 2000.

“Obligatory Amateurs. Annie Maunder (1868-1947) and British Women Astronomers at the Dawn of Professional Astronomy,” *British Journal for the History of Science*, accepted for publication 1999.

“The Rockefeller Foundation, China, Western Medicine and PUMC,” in *Philanthropy and Cultural Context. Western Philanthropy in South, East, and Southeast Asia in the 20<sup>th</sup> Century*, eds. Soma Hewa and Philo Hove. Lanham, MD: University Press of America, 1997.

“Elizabeth Cabot Cary Agassiz (1822-1907),” and “Nettie Maria Stevens (1861-1912),” in *Women in the Biological Sciences. A Biobibliographic Sourcebook*, eds. Louise S. Grinstein, Carol A. Biermann, and Rose K. Rose. Westport, CT: Greenwood Press 1997.

*Women and Science. An Annotated Bibliography*. New York: Garland, 1996.

**Katherine Pandora**, Associate Professor (Ph.D., University of California at San Diego)

Science and the public; 19th-century & 20th-century history of science; American science and technology; history of the social sciences; natural history; science studies

Recent Selected Publications and Invited Presentations:

- “Lessons from Nature's Open Book’: The Children’s Republic of Science in the Antebellum Literature of Samuel Griswold Goodrich and Jacob Abbott,” Charles Warren Center for Studies in American History, Harvard University, February 2002.
- “Knowledge Held in Common: Tales of Luther Burbank and Science in the American Vernacular,” *Isis*, 92(2001) 484-516.
- “Psychologists’ Innovations, Historical Conventions, and the Politics of Memory,” Mary Whiton Calkins Lecture, American Psychological Association, August 2000.
- “Luther Burbank,” in *American National Biography*, eds. John A. Garraty and Mark C. Carnes. New York: Oxford University Press, 1999.
- “Mapping the New Mental World Created by Radio’: Media Messages, Cultural Politics, and Cantril & Allport’s The Psychology of Radio,” *Journal of Social Issues*, 54(1998) 7-27.
- Rebels within the Ranks: Psychologists' Critique of Scientific Authority and Democratic Realities in New Deal America*. New York-Cambridge: Cambridge University Press, 1997.

**Rienk Vermij**, Assistant Professor (Ph.D., University of Utrecht)

Cartesian natural philosophy, Copernicanism, early modern meteorology, Enlightenment, science and religion, science in the Netherlands

Recent Selected Publications:

- “Nature in defence of Scripture. Physico-theology and experimental philosophy in the work of Bernard Nieuwentijt,” in K. van Berkel and A. Vanderjagt ed., *The Book of Nature in Early Modern and Modern History*. Leuven: Peeters, 2006 pp. 83-96.
- “Albertus Leoninus (1543 -1614) and Copernicus’s ‘third motion’ of the earth,” *Journal for the History of Astronomy* 37 (2006) 101-109.
- Kleine geschiedenis van de wetenschap*. Amsterdam: Nieuwezijds, 2005; new edition 2007)
- Huygens. De mathematisering van de werkelijkheid*. Diemen: Veen magazines, 2004; new edition 2007).
- “The formation of the Newtonian philosophy: the case of the Amsterdam mathematical amateurs,” *British Journal for the History of Science* 36 (2003) 183-200.
- “Erschütterung und Bewältigung. Erdbebenkatastrophen in der frühen Neuzeit,” in M. Jakubowski-Tiessen & H. Lehmann, *Um Himmels Willen. Religion in Katastrophenzeiten*. Göttingen: Vandenhoeck & Ruprecht, 2003. pp. 235-252.
- The Calvinist Copernicans. The Reception of the New Astronomy in the Dutch Republic, 1575-1750*. Amsterdam: Edita KNAW, 2002.
- “The Flood and the scientific revolution: Thomas Burnet’s system of natural providence,” in F. García Martínez & G.P. Luttikhuis ed., *Interpretations of the Flood*. Leiden: Brill, 1999. pp. 150-166.

- “Science and belief in Dutch history,” in K. van Berkel, A. Van Helden, L.C. Palm, ed., *A History of Science in the Netherlands. Survey, themes and reference*. Leiden: Brill, 1999. pp. 332-347.
- “Subterranean fire. Changing theories of the earth during the Renaissance,” *Early Science and Medicine* 3 (1998) 323-347.
- (with E.J. Atzema) “Specilla circularia: an unknown work by Johannes Hudde,” *Studia Leibnitiana* 27 (1995) 104-121.
- (with J.A. van Maanen) “An unpublished autograph by Christiaan Huygens: his letter to David Gregory of 19 January 1694,” *Annals of Science* 49 (1992) 507-523.
- “Le spinozisme en Hollande: le cercle de Tschirnhaus,” *Cahiers Spinoza* 6 (1991) 145-168.

**Stephen P. Weldon**, Assistant Professor and History of Science Society Bibliographer (Ph.D., Wisconsin)

History of science and religion; study of the paranormal; modern biology and evolutionary psychology; American intellectual and cultural history

Recent Selected Publications:

- Science and Religion: A Historical Introduction to Science in a Religious World* (with Steven D. Eardley). Santa Barbara, CA: ABC-Clio, forthcoming.
- “Deism,” “Postmodernism,” “Secular Humanism,” and “Social Construction of Science.” *The History of Science and Religion in the Western Tradition: An Encyclopedia*, ed. Gary B. Ferngren, Edward J. Larson, and Darrel W. Amundsen. New York: Garland, 2000.
- “The Academy and the Pulpit: 1930s-Style Humanism at Columbia University,” *Religious Humanism* 32, nos. 1 & 2 (Winter/Spring 1998) 29-50.
- “In Defense of Science: Secular Intellectuals and the Failure of Nerve Thesis,” *Religious Humanism* 30, nos. 1 & 2 (Winter/Spring 1996): 30-39.

#### ADJUNCT FACULTY MEMBERS

**R. Richard Hamerla**, Assistant Professor, Honors College; Adjunct Assistant Professor of the History of Science (Ph.D., Case Western)

History of the physical sciences; 19th-century science; history of chemistry; science in the 19th-century American West.

Recent Selected Publications:

- “The Morley-Michelson Experiment?” in *Chemical Heritage*, June 2000.
- “Edward Williams Morley and the Atomic Weight of Oxygen: The Death of Prout’s Hypothesis Revisited.” *Annals of Science*, to appear June 2002.
- Two Centuries of Progress, A Bicentennial History of the Chemical Industry in Cleveland, 1796-1996*. Cleveland: Archives Committee of the Cleveland Section of the American Chemical Society, 1996.

**Sarah W. Tracy**, Assistant Professor, Honors College; Adjunct Assistant Professor of the History of Science (Ph.D., Pennsylvania)

History and sociology of medicine; medicine in American culture; gender and medicine; history of the human sciences; history of psychoactive substances; sociology of knowledge; science studies; medical anthropology

Recent Selected Publications:

- “Medicalizing Alcoholism One Hundred Years Ago,” *Harvard Review of Psychiatry*, 15, (2), March/April 2007.
- “Alcoholism,” in *Social Issues: An Encyclopedia of Controversies, History, and Debates*, M.E. Sharpe, 2006.
- “Why Addiction is a Disease,” *Christian Networks Journal*, (addiction issue) Summer 2005.
- Alcoholism in America From Reconstruction to Prohibition*, The Johns Hopkins University Press, Johns Hopkins University Press, 2005 (paperback in 2007).
- “Days of Recurring Desire: Inebriety and Alcoholism in Patient Narratives, 1900-1920,” *The Society for Historians of the Gilded Age and Progressive Era Newsletter*, Fall 2005, Vol. XV No.2, 1, 7-9.
- Co-editor (with Caroline Jean Acker) and contributor, *Altering American Consciousness: The History of Alcohol and Drug Use in the United States, 1800-2000*, Amherst and Boston: University of Massachusetts Press, 2004.
- “Charles Dederich,” *American National Biography*, Supplement One online, [www.anb.org](http://www.anb.org), Oxford University Press, 2002.
- “Contesting Habitual Drunkenness: State Medical Reform for Iowa's Inebriates, 1902-1920,” *The Annals of Iowa*, Summer 2002.
- “Alcohol and Alcohol Abuse” in *The Oxford Companion to United States History*, Paul Boyer, ed., Oxford and New York: Oxford University Press, 2000.
- “Exercise and Mood” letter to the editor, *Science Times, New York Times*, 17 October 2000, D3.

#### **RESIDENT EMERITUS FACULTY**

**David B. Kitts**, David Ross Boyd Professor of the History of Science and Geology and Geophysics, *Emeritus* (Ph.D., Columbia)

History and philosophy of biology; structure of historical knowledge; vertebrate paleontology; geomorphology

Recent Selected Publications:

- “The Names of Species: A Reply to Hull,” *Systematic Zoology*, 33(1984) 112-114.
- “The Complexity of Living Bodies and the Structure of Biological Theories,” *Acta Biotheoretica*, 32(1983) 195-205.
- “Can Baptism Alone Save a Species?” *Systematic Zoology*, 32(1983) 27-33.
- “The Logic of Discovery in Geology,” *Earth Science History: Journal of the History of Earth Science Society*, 1(1982) 1-6.

**Kenneth L. Taylor**, Professor (Ph.D., Harvard)

History of geology and natural history; 18th-century science

Recent Selected Publications:

- “Earth, Theories of the,” and “Geology,” in *Europe 1450 to 1789: Encyclopedia of the Early Modern World*, ed. Jonathan Dewald. New York: Charles Scribner’s Sons 2004. (with Kerry V. Magruder).
- “The Beginnings of a Geological Naturalist: Desmarest, the Printed Word, and Nature,” forthcoming in *Earth Sciences History*, 20(2001) 44-61 [English version of “La Genèse d’un naturaliste,” 1997]
- “Two Ways of Imagining the Earth at the Close of the 18th Century: Descriptive and Theoretical Traditions in Early Geology,” in *Abraham Gottlob Werner and the Foundation of the Geological Sciences: Selected Papers of the International Werner Symposium in Freiberg 19<sup>th</sup> to 24<sup>th</sup> September 1999*, ed. Helmuth Albrecht and Roland Ladwig. Freiberg: Technische Universität Bergakademie Freiberg, 2002. pp. 369-378.
- “Un commentaire anonyme inédit sur les observations et les idées de William Hamilton (1730-1803) relatives aux phénomènes volcaniques de la région de Naples,” *Travaux du Comité Français d’Histoire de la Géologie*, 3ème série, 15(2001) 1-35.
- “La volcanologie au XVIIIe siècle,” *Pour la science* [French version of *Scientific American*], no. 286 (August 2001) 8-10. [also published on the journal’s internet site: <http://www.pourlascience.com>]
- “Buffon, Desmarest, and the Ordering of Geological Events in Époques,” in *The Age of the Earth: from 4004 BC to AD 2002*, ed. by C. L. E. Lewis and S. J. Knell, Geological Society of London Special Publication 190, 2001, pp. 39-49.
- “Volcanoes as Accidents: How ‘Natural’ Were Volcanoes to 18th-Century Naturalists?” in *Volcanoes and History*, ed. by Nicoletta Morello (Proceedings of the XXth INHIGEO Symposium), Genoa: Brigati, 1998. 595-618.
- “Earth and Heaven, 1750-1800: Enlightenment Ideas about the Relevance to Geology of Extraterrestrial Operations and Events,” *Earth Sciences History*, 17(1998) 84-91.

## Department Affiliates and Associates

By its very nature, the history of science draws upon disciplines, techniques, and scholarship that go beyond the narrow confines of the field. For this reason, the department has established a relatively small register of program Affiliates (OU faculty whose teaching or scholarship contributes to the history of science) and program Associates (scholars outside the University with related interests). Affiliates and Associates have the opportunity to work closely with students in our program, as either a formal or informal member of Master's or Ph.D. committees and participate in the department's colloquia.

### DEPARTMENT AFFILIATES

#### **Luis Cortest**

Department of Modern Languages, Literatures, and Linguistics

Medieval Philosophy, Spanish Thomism and the history of Spanish thought.

The central focus of my research is the History of Spanish Thomistic/ Aristotelian thought. In order to understand this subject I have been studying the works of St. Thomas Aquinas for the past 15 years. My view is that one can not understand the Spanish Thomists without a broad knowledge of the works of the master. I have also spent several years collecting materials on the Spanish "School of Salamanca." These authors (Francisco de Vitoria, Melchior Cano, Domingo Báñez, Domingo de Soto etc.) were theologians and canonists who participated in the important debates surrounding the Spanish Conquest of the New World in the sixteenth century. All of these writers were Thomists who defended the fundamental human status of the Native peoples of America. These thinkers are also extremely important in the development of Modern International Law. Recently, I submitted a book manuscript for publication entitled: "The Disfigured Face: Traditional Natural Law and Its Encounter with Modernity." This book is a consideration of Thomistic Natural Law and its conflict with Enlightenment "rights" theories.

#### **Lawrence Frank**

Department of English

Professor Frank's publications include *Charles Dickens and the Romantic Self* (University of Nebraska Press, 1984); an essay on *Freud and Dora in Psychic Seduction* (University of Illinois Press, 1989); and articles on the fiction of Dickens, Doyle, and Poe in the *Dickens Studies Annual* (1999), *Nineteenth-Century Literature* (1989, 1995, 1999), and *Signs* (1996). His writing covers nineteenth-century science, detective fiction, and psychoanalysis. His new book project, "Reconstructions: Science and Detection on Poe, Dickens, and Doyle," should be completed in 2000. In his undergraduate and graduate teaching, Professor Frank is engaged in new-historical approaches to the discipline of intellectual history and in the application of such approaches to nineteenth-century science and literature. Each of his courses "is designed as a writing course in which students engage in the art of literary analysis."

#### **Catherine Hobbs**

Department of English

Professor Hobbs works in rhetoric/cultural studies in the Composition/ Rhetoric/Literacy program. She is also a member of the Women's Studies and Liberal Studies faculties and is an associate with the History of Science program. She is the editor of *Nineteenth-Century Women Learn to Write* (University of Virginia Press, 1995), and her book *Rhetoric on the Margins of*

*Modernity: Vico, Condillac, Monboddo* is scheduled to appear in fall 2002 from SIU Press. She teaches the history of rhetoric and literacy studies on the graduate level, in addition to undergraduate rhetoric and writing courses. She is currently working on autobiography.

**Sandie Holguin**

Department of History

Modern European Intellectual and Cultural History; History of Modern Spain.

Current Research Project: *The Conquest of Tradition: Culture and Politics During the Second Republic in Spain, 1931- 1936*

**David Levy**

David Ross Boyd Professor, *Emeritus*

Department of History

American intellectual history

My chief scholarly interests are in American intellectual and constitutional history. In addition to articles on various scholarly, popular and university topics, I have published a biography, *Herbert Croly of the New Republic: The Life and Thought of an American Progressive* (Princeton University Press, 1985) and worked as a co-editor of a five volume collection of *The Letters of Louis D. Brandeis* (State University of New York Press, 1971-78; sixth and seventh volumes were published by the University of Oklahoma Press in 1991 and 2002). In addition, I have written a book on *The Debate over Vietnam* (Johns Hopkins University Press, 1991/95) and have co-edited a volume of *FDR's Fireside Chats* (OU Press, 1992; Penguin Books, 1993) and edited a new edition of William Dean Howells's 1894 utopian novel, *A Traveler from Altruria* (St. Martin's Press, 1996). Currently, I am working on a three-volume history of the University of Oklahoma. I teach courses in American intellectual history.

**Judith Lewis**

Department of History

Program in Women's Studies

Class, gender and politics in Britain from the eighteenth to the end of the nineteenth centuries

My studies intersect the history of science in many different ways. A 1995 article "The Princess of Parallelograms and her Daughter" in *Women's Studies International Forum* examined a striking set of connections between mathematics and gender in the nineteenth century British aristocracy, and also formed the basis for a recent presentation to OU's History of Science Colloquium. I am also the author of *In the Family Way: Childbearing in the British Aristocracy 1760-1860* (Rutgers, 1986). My new book, *Sacred to Female Patriotism: Class, Gender and Politics in the Age of Revolution, 1760-1832*, is in review at Yale University Press. From 1988 to 1992, I directed the OU Women's Studies program.

**Roberta Magnusson**

Department of History

Medieval archeology (urban and monastic), medieval technology, history of hydraulic technology

Recent publications: *Water Technology in the Middle Ages: Cities, Monasteries, and Waterworks after the Roman Empire* (The Johns Hopkins University Press, 2001) and “The Technologies of Water in Medieval Italy,” in *Working with Water in Medieval Europe: Technology and Resource-Use*, ed. Paolo Squatriti (Brill, 2000), 217-266, co-authored with Paolo Squatriti. Current research: I am working on a project on the origins of public services in medieval English towns.

**Timothy S. Murphy**

Department of English

Interdisciplinary studies of international cultural, political and scientific movements, 1900-present.

Professor Murphy is the author of *Wising Up the Marks: The Amodern William Burroughs* (California, 1997) and the general editor of *Genre: Forms of Discourse and Culture*, succeeding Ronald Schleifer. He is also an executive editor of *Angelaki: Journal of the Theoretical Humanities*, which won the 1996 Best New Journal Award from the Council of Editors of Learned Journals; series editor of *Angelaki Humanities*, a book series from Manchester University Press; and English translation coordinator of the Deleuze Web ([www.deleuze.fr.st/](http://www.deleuze.fr.st/)), an internet archive of seminar sessions given by the late philosopher Gilles Deleuze. He has published essays on Deleuze, Henri Bergson and quantum theory, Pierre Boulez and Ornette Coleman, James Joyce and Friedrich Nietzsche and other subjects related to modern and contemporary culture and theory, and he is currently drafting a book on the Marxist philosopher Antonio Negri. Professor Murphy teaches American literature (with special emphases on experimental writing, music and literature, and the contemporary novel), literary theory (especially Marxism and poststructuralism), literature and science, and science fiction.

**Su Fang Ng**

Department of English

Su Fang Ng studies early modern and postcolonial literatures. Her current book project examines how seventeenth-century authors (including Milton, Cavendish, Hobbes, and Quakers) appropriated and adapted the common analogy between family and state to support radically different visions of political community. In postcolonial studies, she focuses on Southeast Asian responses to Japanese imperialism. She has published on Aemilia Lanyer and early Stuart court patronage, the late medieval Bible translations of the Wycliffites and Tyndale, and postcolonial nationalisms in *ELH*, *Studies in Philology*, the *Journal of Commonwealth Literature*, and an edited collection on postcolonial women writers (forthcoming from Africa World Press). Her teaching interests include late-medieval literature, sixteenth- and seventeenth-century British literature, and postcolonial Anglophone literature.

**Donald J. Pisani**

Merrick Chair of Western American History

Department of History

Donald J. Pisani, Merrick Professor of History at the University of Oklahoma, focuses on the history of the use of natural resources in the United States, particularly water and land. He teaches

undergraduate and graduate courses in American Environmental History and the History of the American West. The author of *From the Family Farm to Agribusiness* (1984), *To Reclaim a Divided West* (1992), and *Water, Land & Law in the West* (1996), his most recent book, *Water and American Government: The Reclamation Bureau, National Water Policy, and the West, 1902-1935*, will be published in 2002 by the University of California Press.

**Robert A. Rundstrom**

Department of Geography

Cultural geography, ethnicity, American Indians/Inuit, Arctic, cartography

**Ronald Schleifer**

Department of English

Forms of representation across the arts and sciences, 1880-1930

Professor Schleifer is George Lynn Cross Research Professor of English and Adjunct Professor in the College of Medicine. From 1976 to 2000 he served as Editor of *Genre: Forms of Discourse and Culture*; and from 1986 to 1999 he served as co-editor of *The Oklahoma Project for Discourse and Theory*, a series of books published by the University of Oklahoma Press. In 1999 he was the Director of the Annual Convention for the Society for Literature and Science, held in Norman. Presently, he is co-editor of *Mariner 10: Cross-Disciplinary DVD ROMS*, a series of electronic, interactive titles published by the University of Pennsylvania press, and serves as Graduate Director in the English Department. Professor Schleifer has written, translated, or edited fifteen books. The most recent include *Modernism and Time: The Logic of Abundance in Literature, Science, and Culture 1880- 1930*, (Cambridge, 2000), *Analogical Thinking: Post-Enlightenment Understanding of Language, Collaboration, and Interpretation* (Michigan, 2000), and *A Postmodern Bible Reader*, co-edited with David Jobling and Tina Pippin (Blackwell, 2001). He is also co-editor of *Contemporary Literary Criticism*, now in its fourth edition (Longman, 1998). Professor Schleifer has authored more than sixty scholarly articles on literary modernism, critical theory, semiotics, science/medicine and literature, and the cultural study of music. His most recent article, "The Poetics of Tourette Syndrome: Language, Neurobiology, and Poetry," appeared in the Summer 2001 issue of *New Literature History*. Professor Schleifer teaches twentieth-century literature and literary and cultural theory at the undergraduate levels and courses on literature and medicine at the OU Health Sciences Center. He has also developed a seminar for scholarly writing for graduate students.

**Norman Stillman**

Schusterman/Josey Chair in Judaic History

Department of History

Jewish and Islamic History and Culture -- Medieval and Modern

Professor Stillman specializes in the social and cultural history of Islamic world and particularly its Jewish communities. He is the author of numerous books and articles in several languages including *The Jews of Arab Lands*, *The Jews of Arab Lands in Modern Times*, and *Sephardic Religious Responses to Modernity*. His research has included work on medieval pharmacology, modern folk medicine, and magic which have been published in his book *The Language and Culture of the Jews of Sefrou*, as well as in *The Journal of the Economic and Social History of the Orient*, *The Journal of the American Oriental Society*, and *The Dictionary of the Middle Ages*.

## DEPARTMENT ASSOCIATES

### **Pamela Gossin**

School of Arts and Humanities  
University of Texas at Dallas

Interrelations of Literature, Science and Culture from the early modern period through twentieth century.

My research and teaching interests center on the interrelations of Literature, Science and Culture from the early modern period through the twentieth century. My work directs critical attention to literary forms, tropes and rhetoric and the ways in which they illuminate cultural representations of scientific discoveries and the historical development of scientific concepts and ideas. I work on the popularization of science (astronomy, cosmology, space sciences) in diverse forms, including: professional popularizations, translations, biographies and autobiographies, literary representations of science and the use of scientific imagery in poetry and prose. I especially focus on interdisciplinary approaches to historical, literary and artistic representations of women in, and in relation to, science.

My current projects include: *Literature and Science: An Encyclopedic Companion* (now under review); a book manuscript, *Beneath the Stars: A Literary History of Astronomy, Women and Poetics, 1590-1990* ; “Literary Themes in the Physical Sciences,” for the *Cambridge History of Science*, Vol. 5; “Astronomy and Culture” for *Astronomy in America Since 1840*, ed., J. Lankford.

Besides teaching literature and science and the history of science in an interdisciplinary, non-departmental setting at UTD, I serve as the Associate Director of the Center for the Study of Science and the Arts (faculty in the Arts, Humanities, Social Sciences, Public Policy, Neuroscience and many others who share crossdisciplinary interests) and am a founding member of the Gender Studies Working Group, a joint effort of faculty and graduate students.

### **Dennis Sepper**

Department of Philosophy  
University of Dallas

Philosophy of early modern science; color theory; philosophy of mind

My book on imagination in Descartes was a prelude to a forthcoming volume on the shifting roles of imagination in science, epistemology, the philosophy of mind, and aesthetics from 1600 to 1800. I am writing new essays on Descartes and revising old ones for a short book tentatively titled *Rethinking Descartes*. As part of this project I am examining the role Descartes plays in Heidegger’s various narratives of the history of philosophy. Two other projects are an essay on the symbolic-cultural and scientific importance of Einstein’s brain, and a consideration of German Idealism with a view to its implications for a political philosophy of science. I plan future work on the implications of cognitive science for understanding perception, imagination, and mind.

**Kathleen Wellman**

Department of History  
Southern Methodist University

Connections between early modern culture and the natural sciences.

My book, *Making Science Social: The Conferences of Theophraste Renaudot, 1633-1642*, is in production with the University of Oklahoma Press in their Science and Culture series. My current research is tentatively entitled *Thinking through the Body: Physiology in the French Enlightenment*, which will argue that the fundamental importance of physiological thinking to the development of the Enlightenment. Less relevant to the history of science, but pursuing my interest in French cultural history and women's history, I am also working on a study of queens and mistresses of the French renaissance.

**Elizabeth A. Williams**

Department of History  
Oklahoma State University

History of the medical, life, and social sciences in Europe, 1750-1900

The focus of my research and writing is the history of the medical, life, and social sciences in Europe (especially France and Britain) between 1750 and 1900. I am especially interested in the history of medicine, physiology, and anthropology. My 1994 book, *The Physical and the Moral: Anthropology, Physiology, and Philosophical Medicine in France, 1750-1850* (Cambridge, 1994), explored the tradition of the medical "science of man" as it emerged from the Enlightenment and undergirded influential strains of medical and social science in the nineteenth century. My recently completed *A Cultural History of Medical Vitalism in Enlightenment Montpellier* (Ashgate, forthcoming 2002) explores the impact of Montpellier vitalism on medicine in Enlightenment France. I am currently engaged in research in the history of mental medicine, with a special focus on hysteria and the gendering of mental pathologies. I have recently published articles on these themes in *Studies in Eighteenth-Century Culture*, *Eighteenth-Century Studies*, *Early Modern France*, and the recently published collection *Reinventing Hippocrates* (Ashgate, 2002).

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Sixth Revised Printing, October 2008