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The Fukushima and Tohoku Disaster: A Review of the Five-Year Reconstruction Efforts covers the outcome of the response, five years later, to the disasters associated with the Great East Japan earthquake on March 11, 2011. The 3.11 disaster, as it is referred to in Japan, was a complex accident, the likes of which humans had never faced before. This book evaluates the actions taken during and after the earthquake, tsunami, and nuclear accident, for which the Japanese government and people were not prepared. The book also provides recommendations for preparing and responding to disasters for those working and living in disaster-prone areas, making it a vital resource for disaster managers and government agencies. Includes guidelines for governments, communities and businesses in areas where similar complex disasters are likely to occur Provides information, propositions, suggestions and advice from the people that were involved in making suggestions to the Japanese government Features case studies (both pre- and post-disaster) of three simultaneous disasters: the Great East Japan earthquake, the resulting tsunami, and the Fukushima Nuclear Power Plant disaster Sophus Lie (1842-1899) is one of Norways greatest scientific talents. His mathematical works have made him famous

around the world no less than Niels Henrik Abel. The terms "Lie groups" and "Lie algebra" are part of the standard mathematical vocabulary. In his comprehensive biography the author Arild Stubhaug introduces us to both the person Sophus Lie and his time. We follow him through: childhood at the vicarage in Nordfjordeid; his youthful years in Moss; education in Christiania; travels in Europe; and learn about his contacts with the leading mathematicians of his time. Consistent with international trends, there is an active pursuit of more engaging science education in the Asia-Pacific region. The aim of this book is to bring together some examples of research being undertaken at a range of levels, from studies of curriculum and assessment tools, to classroom case studies, and investigations into models of teacher professional learning and development. While neither a comprehensive nor definitive representation of the work that is being carried out in the region, the contributions—from China, Hong Kong, Taiwan, Korea, Japan, Singapore, Australia, and New Zealand—give a taste of some of the issues being explored, and the hopes that researchers have of positively influencing the types of science education experienced by school students. The purpose of this book is therefore to share contextual information related to science education in the Asia-Pacific region, as well as offering insights for conducting studies in this region and outlining possible questions for further investigation. In addition, we anticipate that the specific resources and strategies introduced in this book will provide a useful reference for curriculum developers and science educators when they design school science curricula and science both pre-service and in-service teacher education programmes. The first section of the book examines features of science learners and learning, and includes studies investigating the processes associated with science conceptual learning, scientific inquiry, model construction, and students' attitudes towards science. The second section focuses on teachers and teaching. It discusses some more innovative teaching approaches adopted in the region, including the use of group work, inquiry-based instruction, developing scientific literacy, and the use of

questions and analogies. The third section reports on initiatives related to assessments and curriculum reform, including initiatives associated with school-based assessment, formative assessment strategies, and teacher support accompanying curriculum reform. The Open Access version of this book, available at <http://www.taylorfrancis.com/books/e/9781315717678>, has been made available under a Creative Commons Attribution-Non Commercial-No Derivatives 4.0 license. List of members in each volume. List of members in each volume. This book explores the origins, interpretations and meanings of the term 'biosecurity'. It brings together contributors on issues relating to the perceptions of the threat of biological weapons and how states are responding, or not, to the challenges posed by the potential of the products of the life sciences to be used for destructive purposes. This book aims to highlight science education in countries along the Belt and Road. It consists of 30 chapters divided into three main parts, namely Arab and African countries, Asian countries and European countries,. We invited science education experts from 29 "Belt and Road" countries to introduce the current status of science education in their countries and the new requirements with the rapid evolution of Information Technology. The major contributions of this book include: 1) Provide the current status of science education in countries along the Belt and Road as well as the requirement for developing and improving science education in these countries; 2) Discuss new insights of science education in future years; 3) Inspire stakeholders to take effective initiatives to develop science education in countries along the Belt and Road. NSA is a comprehensive collection of international nuclear science and technology literature for the period 1948 through 1976, pre-dating the prestigious INIS database, which began in 1970. NSA existed as a printed product (Volumes 1-33) initially, created by DOE's predecessor, the U.S. Atomic Energy Commission (AEC). NSA includes citations to scientific and technical reports from the AEC, the U.S. Energy Research and Development Administration and its contractors, plus other agencies and international

organizations, universities, and industrial and research organizations. References to books, conference proceedings, papers, patents, dissertations, engineering drawings, and journal articles from worldwide sources are also included. Abstracts and full text are provided if available. Vols. for 1911-13 contain the Proceedings of the Helminothological Society of Washington, ISSN 0018-0120, 1st-15th meeting. A short and accessible introduction to philosophy of science for students and researchers across the life sciences. This book is the result of a symposium held in Phila., PA, in April 1976, on the bicentennial of Amer. independence. It reviewed the contributions of evolution, systematics, quantitative genetics, ecology, & sociobiology to our understanding of the natural world. The papers identify fundamental shortcomings existing within each discipline. They suggest a need for an integration of these sciences & a more thorough testing within each discipline of the theory of evolution by means of natural selection. Papers are organized by theme: The Changing Scenes; The Influence of the New World on the Study of Natural History; Evolution & Systematics; Population Genetics; Terrestrial Ecology; Aquatic Ecology; & Behavior & Sociobiology. Illustrations. Popular Science gives our readers the information and tools to improve their technology and their world. The core belief that Popular Science and our readers share: The future is going to be better, and science and technology are the driving forces that will help make it better. A new and exciting method of encouraging and rewarding positive behavior in pre-kindergarten through fourth grade students. My Book of Amazing Achievements allows the student to CHOOSE the achievement they wish to exhibit for the day. At the close of the day, their teacher (or parent) will sign and date if achieved. The student is rewarded by a signature of approval as well as acknowledged for their effort. Build self-esteem in your classroom (or home) with this book full of positive reinforcement! The scientific mandate of the United Nations educational, Scientific and Cultural Organization (UNESCO) linked, from the outset, science with people, peace, societal benefits and the environment. Among others, it has also helped

create numerous institutes, publications and non-governmental organizations to bring together the scientific world. This publication offers an inside perspective on the past six decades of this engagement. The volume traces through six parts the role played by UNESCO in the history of international science cooperation in an ever-changing world: I. Setting the Scene, 1945-1965; II. Basic Sciences and Engineering; III. Environmental Sciences; IV. Science and Society; V. Overviews and Analyses; and VI. Looking Ahead. It also features a list of chronological milestones set along the way.--Publisher's description. "I do not consider myself to be Robert Millikan's biographer. This book is not a full record of Millikan's life or even of his scientific career. It is an essay, very selective, on themes that are illustrated and illuminated by Millikan's life in American science. It is, as well, a portrait of the development of a scientist... Robert Millikan was among the most famous of American scientists; to the public of the 1920s, Millikan represented science. The first American-born physicist to win the Nobel Prize, Millikan was a leader in the application of scientific research to military problems during World War I and a guiding force in the rise of the California Institute of Technology to a preeminent place in American scientific education and research. His life is therefore peculiarly suited to illuminate and provide texture for the vast changes that have taken place in science during the twentieth century. In this extended essay, I employ the biographical mode to explore several important aspects of this theme. Millikan was successively a teacher, researcher, administrator, entrepreneur, and sage. By describing the novel roles that he assumed, I suggest how science grew in complexity and carved out an essential place for itself in our general culture." — Robert H. Kargon, from the Preface of The Rise of Robert Millikan: Portrait of a Life in American Science "Professor Kargon... has given us a sympathetic account of Millikan's scientific career, including his great triumphs, his rearguard actions to defend untenable positions, and the eventual rejection or revision of every major result or standpoint. But he is more concerned with Millikan's influence on the developing American physics community and

with Millikan's role in advancing American science generally and American higher education... Together with the chemist A.P. Noyes and the astronomer G.E. Hale, Millikan... believed in an American scientific destiny... This picture of American science is presented with great insight, tremendous learning, and wit... Professor Kargon's book strikes a happy balance between being an interpretive story of a scientific life and a social history of science in America. Every reader interested in science or in the place of science in society will come away from this book with new information, important insights and a better understanding of the growth of scientific ideas and institutions in the twentieth century." — I. Bernard Cohen, *Nature* "With the publication of this volume by Kargon, readers now have new and valuable access to much material about Millikan that was previously unavailable... Kargon states that he is not writing a biography of Millikan but rather a portrait of the man and the scientific scene in early 20th-century America... he has succeeded well in this endeavor... the book is well written, and readers who are already reasonably conversant with 20th-century developments in physics will find much that is illuminating... a genuine contribution to the history of science." — Katherine R. Sopka, *American Scientist* "[H]ere is an admirable piece of work... Kargon has not sought to make his readers like his subject, but only to understand his scientific style, his achievements, and his character, and to perceive how his life was 'a microcosm of new roles assumed by the scientist during the course of the twentieth century'... Kargon's [...] insights [are] important, and his book [is] deserving of a careful study. " — Robert C. Post, *The American Historical Review* "A useful corrective to Millikan's self-portrait that reveals some of the blemishes, as well as the embellishments, of an important life in American science." — Robert W. Seidel, *Science* "For over thirty years, the only overview of Millikan's life available to the layman was his own selective autobiography. That book either omitted or told only one side (sometimes biased by hindsight) of many important controversial episodes associated with his achievements and views... Kargon's portrait-essay deals with some of these

neglected incidents in a well-written and coherent manner aimed at a wide readership.” — John L. Michel, Technology and Culture

“A very readable work with the virtue of containing a great deal of information in a brief compass. Kargon’s book deserves and will receive a wide audience as the successor to its subject’s autobiography... [Kargon] also merits credit for interesting discussions on Millikan as a statesman, administrator, and spokesman for science... a clearly first-rate narrative...” — Nathan Reingold, Isis

“Admirably, Kargon combines institutional with intellectual history... Kargon offers a fascinating discussion of Millikan’s and George Hale’s contributions to war research, the California Institute of Technology, and the Mount Wilson Observatory. Kargon rightly stresses the collaborators’ links with the leaders of finance and industry developing Los Angeles... as a brief sketch of Millikan the scientific institution builder, Kargon’s book deserves the wide audience he seeks.” — Peter Galison, The Journal of American History

“The book leaves us in no doubt about [Millikan’s] ability, but does not gloss over his occasional obstinacy or his wishful thinking about past errors, matters on which some histories tend to be silent. Millikan was not a revolutionary who started new ideas, but the author stresses — rightly — the importance of men like him for the progress of science.” — Rudolf Peierls, The New York Review of Books

“A gem of a book — thought-provoking, insightful, highly interesting reading.” — Lawrence Badash, University of California, Santa Barbara

“The author skillfully weaves the story of Millikan with the story of modern science in a book that will be well received by a variety of audiences from professional historians of science to the general public.” — Choice

“Kargon’s background in physics serves him well in placing Millikan’s work in its theoretical context, in the analysis of the work itself, and in generally managing to capture both the intense excitement and the routine involved in testing the ideas of the giants of that period in physics... Kargon... has certainly opened enough questions in this perceptive work — in addition to the large number that he has settled; and he has demonstrated an important use for the biographical mode. The general American historian as well as the

historian of science can profit from reading this volume.” — George H. Daniels, *The Historian* “Robert Millikan’s scientific career, his character, and his roles as teacher, administrator at the California Institute of Technology, entrepreneur, and public figure are the topics covered in this biography. Even in discussing Millikan’s later decline as a front-line scientist, author Robert Kargon treats the scientist with compassion and fairness and portrays him as a many-faceted, often controversial man with doubts and uncertainties at the height of his fame... The high school physics student will find this book engaging and insightful in its description of a scientist struggling with science, self, and society.” — A. Cordell Perkes, *The Science Teacher* “[V]ery well researched and written. Robert Kargon gives an excellent picture of the rise of American physics, from the years when every aspiring young American physicist wanted to go to Germany to study, to the years when every aspiring young European physicist wanted to come to the United States for the same purpose. He clearly understands science, yet knows how to present its history so that it is interesting and meaningful to non-scientists. He tells not only of Millikan’s triumphs, but of his doubts as well; of his discoveries, and also of his mistakes... All in all, this is an excellent book, strongly recommended to the reader who is interested in the history of American science, and in the life of an outstanding practitioner of it.” — Donald E. Osterbrock, *The Wisconsin Magazine of History* Adapting to a Changing World was commissioned by the National Science Foundation to examine the present status of undergraduate physics education, including the state of physics education research, and, most importantly, to develop a series of recommendations for improving physics education that draws from the knowledge we have about learning and effective teaching. Our committee has endeavored to do so, with great interest and more than a little passion. The Committee on Undergraduate Physics Education Research and Implementation was established in 2010 by the Board on Physics and Astronomy of the National Research Council. This report summarizes the committee's response to its statement of task, which requires the

committee to produce a report that identifies the goals and challenges facing undergraduate physics education and identifies how best practices for undergraduate physics education can be implemented on a widespread and sustained basis, assess the status of physics education research (PER) and discuss how PER can assist in accomplishing the goal of improving undergraduate physics education best practices and education policy. Scientists are often seen as meticulous and impartial individuals solely devoted to their study and the search for scientific truth. But a deeper analysis reveals that many of them are highly egocentric and sensitive to their public image and its associated privileges. Egocentrism, elitism, strategic media occupation and self-enhancement strategies are some of the first particularities that strike a newcomer to the academic world. An Essay on Science and Narcissism analyses the influence of narcissism, an important human personality dimension, on science. The central idea is that narcissism is an advantageous trait for succeeding in an academic environment. Scientists with a high ego are better at convincing others of the importance of their research and, as excellent networkers, they are well placed to exploit the different facets of the research system. In his essay, Bruno Lemaitre also discusses the psychological and sociobiological origins of narcissism and investigates the possible connection between narcissism on one hand, and dominance and short-term mating strategy on the other. The recent increase in narcissism in Western society and how this destabilises not only our society but also scientific practice is also discussed. This essay offers an alternative view of science by analysing the narcissistic personality: prevalent among leading scientists, but rarely placed in the spotlight. In this bold work, of broad scope and rich erudition, Richard Miller sets out to reorient the philosophy of science. By questioning both positivism and its leading critics, he develops new solutions to the most urgent problems about justification, explanation, and truth. Using a wealth of examples from both the natural and the social sciences, Fact and Method applies the new account of scientific reason to specific questions of method in virtually every field of inquiry, including biology,

physics, history, sociology, anthropology, economics, psychology, and literary theory. Explicit and up-to-date analysis of leading alternative views and a wealth of examples make it an ideal introduction to the philosophy of science, as well as a powerful attempt to change the field. Like the works of Hempel, Reichenbach, and Nagel in an earlier generation, it will challenge, instruct, and help anyone with an interest in science and its limits. For the past quarter-century, the philosophy of science has been in a crisis brought on by the failure of the positivist project of resolving all basic methodological questions by applying absolutely general rules, valid for all fields at all times. Professor Miller presents a new view in which what counts as an explanation, a cause, a confirming test, or a compelling case for the existence of an unobservable is determined by frameworks of specific substantive principles, rationally adopted in the light of the actual history of inquiry. While the history of science has usually been the material for relativism, Professor Miller uses arguments of Darwin, Newton, Einstein, Galileo, and others both to undermine positivist conceptions of rationality and to support the positivists' optimism that important theoretical findings are often justifiable from all reasonable perspectives. In April 2002, the U.S. National Academies hosted an interacademy workshop involving participants from the United States and Iran on the topic of Science and Ethics. The explicit purposes of the workshop were (a) to engage important members of the American and Iranian scientific communities in meaningful discussions of the topic of science and ethics and particularly differences in the approaches in the west and in Islamic countries in general and Iran in particular, (b) to encourage greater participation by Iranian scientists in international scientific discussions by exposing them to seasoned veterans in international meetings, and (c) to identify specific topics and approaches that could be carried out by the Academies in the two countries to contribute to international understanding of the importance of considering the ethical dimensions of scientific research and related activities. This report includes documents prepared by four breakout groups and a statement on priority

areas for future interacademy cooperation developed at the final plenary session. Also included are background papers prepared by some participants prior to the workshop that were not previously published. This book discusses higher education research as a field of study in Asia. It traces the evolution of research in the field of higher education in several Asian countries, and shares ideas about the evolving higher education research communities in Asia. It also identifies common and dissimilar challenges across national communities, providing researchers and policymakers essential new insights into the relevance of a greater regional articulation of national higher education research communities, and their further integration into and contribution to the international higher education research community as a whole. Agriculture in southern Asia has undergone a radical transformation in recent years, one that continues to alter the political economy of the area. Beyond the familiar elements of the green revolution, there has been an increase in resource exploitation for food production, and a rise in the economic and political strength of food producers, as well

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