

SHEAR Meets STEM Bibliography, July 2014

The participants in this year's plenary session have compiled a bibliography to promote teaching and research on the history of science and technology (broadly defined) in the early republic United States. The selection of texts is more eclectic than comprehensive, but many of these primary and secondary sources can be readily incorporated into courses that SHEARites already teach (e.g. the early American survey, the Early Republic, the Age of Jackson). Even as we recognize STEM as an anachronistic term, we believe it to be a productive one: undergraduates benefit from the opportunity to historicize seemingly self-evident categories like *Science* and to recognize the assertions of power inherent in the privileging of certain kinds of knowledge and expertise over others. Moreover, students will find remarkable contemporary resonance in the early republic's technological utopianism, its valorization of "useful" knowledge, its emphasis on the commercial value of scientific discovery, and its fascination with neuro-everything. Whether or not the early republic provides an origins story for the STEM-obsessed culture of 2014, we can certainly use that era's engagement with science and technology to teach a history of immediate relevance to the lives of our students today. –Seth Rockman, Brown University

Science Adam Nelson, University of Wisconsin, Madison

Technology Nina Lerman, Whitman College

Engineering Ann Johnson, University of South Carolina

Math Caitlin Rosenthal, University of California, Berkeley

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