

SCHOOL OF HISTORY, TECHNOLOGY, & SOCIETY

A Note From the Chair

The School of History, Technology, and Society had a very productive past year. Our faculty published four books including Jonathan Schneer's celebrated work *The Balfour Declaration*, 12 refereed articles, 4 book chapters, and 41 conference presentations. Our strengths in area studies, Science, and Technology have led to an on-going and strong teaching and publication record. We have taught new courses in museum studies, which led to an excellent exhibit on

papermaking; technology and the environment; science, politics, and culture in Germany; and food in the world economy. Our faculty has won numerous awards, with special mention going to Graduate Director John Krige, who received the Alexandre Koyré Medal of the International Academy of the History of Science, awarded to the European Space Agency Project of which Dr. Krige is PI.

On the undergraduate level, HTS students graduated with highest honors, high honors, and honors. Advising in HTS has been ranked as the best at Georgia Tech, and the care we show for our students is reflected in their support of our program. Graduate students have been exemplary with one individual winning a Guggenheim fellowship from the National Air and Space Museum, Smithsonian Institution to complete his Ph.D., another securing a fellowship from the Association for Computer Machinery's History Committee, and still another graduate student who has been appointed to work as a researcher in the division of Policy and Research for President Obama's National Commission on the BP Deepwater Horizon Oil Spill and Offshore Drilling.



We expect another very strong year ahead. HTS faculty are involved in new research, graduate students are busy working on their dissertations, and we continue to grow, adding a new Sociologist of Technology in Fall 2011. HTS is an exciting place to study History and Sociology within one of the best technical universities in the country.

Dr. Ronald H. Baylor
Professor of History
School Chair

A MESSAGE FROM DEAN ROYSTER

My thanks go to all for your warm and gracious welcoming of me to Georgia Tech and to the Ivan Allen College. I have been able to spend quite a bit of time on campus during the past six months getting to know the extraordinary faculty, staff, and students of this remarkable institution and the ever-expanding body of work unfolding within Ivan Allen College of Liberal Arts. It is with great optimism and enthusiasm that I join you in this work as dean and colleague.

The liberal arts have been part of Georgia Tech since it opened its doors in 1888 with English as one of the original six subjects taught. Though there have been many iterations for our disciplines and inter-disciplines since then, we have remained constant in playing critical roles across the decades in shaping and influencing the multiple ways in which science, technology, and the liberal arts converge to deliver the highest quality of research and teaching.

During the tenure of my predecessor, Dean Sue Rosser, the Ivan Allen College in its current form gained solid footing and reached new heights in academic accomplishments. Distinctive among these accomplishments, we developed a research profile commensurate with a world-class research university and built collaborative programs at the intersections of technology and the liberal arts that, today, define the college as a leader in interdisciplinary research, scholarship, and teaching. Because of these accomplishments, I believe that the Ivan Allen College stands in the vanguard for the future. We are poised to proclaim Georgia Tech as a locus for 21st century liberal arts research, teaching, and learning, and we stand ready, willing, and able to accentuate to remarkable effect the capacity of Georgia Tech to

fulfill its innovative, interdisciplinary, entrepreneurial mission as a top tier research university, dedicated to using its knowledge creation in service of public interests locally and globally.



Toward these ambitious ends, I have drafted two working documents for the IAC. One articulates a vision, mission, and strategic priorities for 2010-2011. The second lays out a basic framework for aligning the IAC with the new and exciting strategic plan for the Institute presented to the campus by President Peterson in his opening address to the campus. Together, they form a basic springboard from which the IAC will conduct its own strategic assessment and establish an agenda going forward that complements the Georgia Tech plan in a robust way.

Most certainly, an IAC strategic planning process will draw attention: to our collective strength as a driver for interdisciplinarity in research, teaching, and learning; to an ever-growing internal and external awareness of our excellence in research and scholarship; and to the depth of our commitment to providing our students—whether undergraduate or graduate—with top tier classroom and extra-classroom

experiences. At the same time, the process will be directed also toward strengthening our fiscal capacity and enhancing operational efficiency and effectiveness in support of the broad and dynamic array of our enterprises.

Engaging in this type of process affirms that we remain on a path that continues to embrace and grow the Allen legacy. Ivan Allen, Jr. was a leader of great vision for his city and country who demonstrated remarkable courage in the face of crisis. Our mission as the Ivan Allen College is similarly cast: to lead with a clear sense of our distinctive history at Georgia Tech and with a robust vision of the values added to the world by the liberal arts; to advance the extraordinarily innovative interdisciplinary and collaborative research and teaching that we do; and to bring our strengths in the liberal arts boldly into the present and the future as we collaborate with others to create knowledge and to prepare new generations of students.

At this point in time, we face a new horizon filled with both challenges and opportunities, and I look forward to our working together to bring honor to this great institution and to do all that we can to make the world a better place.

Dean Royster is a professor of English with interests related to rhetorical studies, women's studies, and literacy. She holds the Ivan Allen Jr. Dean's Chair in Liberal Arts and Technology and is professor in the School of Literature, Communication and Culture.

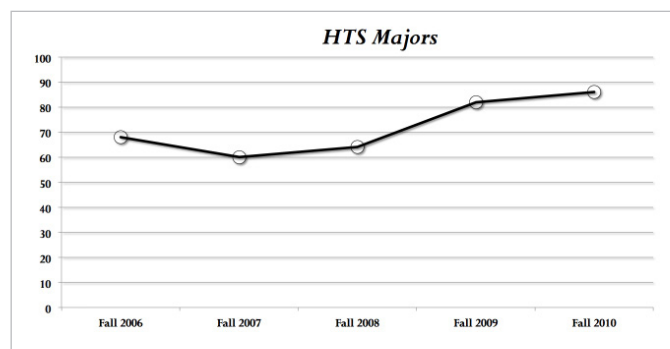
Original story by Rebecca Keane

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LETTER FROM THE UNDERGRAD DIRECTOR

The undergraduate program continues to thrive in HTS, and HTS majors continue to be impressive. Not only have we seen an increase in majors over the past couple of years, but we continue to see the number of students interested in our major, minors, and certificates grow.



Additionally, our students continue to achieve high levels of success. Over the past year, about 10 HTS students participated in undergraduate research. Since fall 2007, about 12 HTS students have received Presidential Undergraduate Research Awards (PURAs) from Georgia Tech.

In 2009-2010, we had 19 students graduate with a B.S. in HTS. Of those graduates, four graduated with highest Honors, three with high honors, and two with honors. (In case you're keeping track, that means almost half of HTS graduates last year earned at least honors!) We also saw 13 students graduate last year with minors in History or Sociology.

Last year, HTS recognized three of its outstanding majors with School Awards:

1. **Lindsay Anglin**, *Bellon Prize*, awarded to an HTS undergraduate who has excelled in the areas of academic achievement, leadership, and personal integrity.
2. **Matthew Collins**, *Art Slotkin Award*, which recognizes the HTS student who most exemplifies excellence in historical and social scholarship.
3. **Alexandra Eichenblatt**, *HTS Chair's Award*, recognizes the overall academic excellence of an HTS first year student at Georgia Tech (based upon the highest GPA).

Our faculty also continues to try to inspire students

with outstanding teaching and innovative new courses, including:

- Russian History
- Sociology of Crime
- Technology in the Service of Espionage
- Science, Politics, and Culture in Nazi Germany
- History of Global Societies
- Introduction to Museum Studies

And, we continue to offer new and innovative HTS Seminars:

- The Civil Rights Movement (Alexander and Pearson)
- History of Travel in the Middle East (Bier)
- The 1960s (Flamming)
- Great Religious Prophets Viewed Historically: Muhammad, Luther, Joseph Smith, Jesus (Foster)

Finally, Dr. Amy D'Unger was promoted to Associate Director of Undergraduate Studies for HTS. This is a well-deserved reward for Dr. D'Unger, who advises HTS majors and some undeclared IAC students. In addition, she also oversees recruitment for HTS, manages the HTS Blog, keeps the HTS website updated, and currently serves as the president of the Georgia Tech Academic Advisors Network (GTAAN) – among a variety of things. Congrats Dr. D! And, thank you.

Dr. Bill Winders
Associate Professor of Sociology
Director of Undergraduate Studies



LETTER FROM THE GRADUATE DIRECTOR



sociology of science and technology and a specialized course on advanced sociological methods.

We have made these changes for two main reasons. Firstly, we want students to rapidly acquire the basic knowledge they will need for their masters and PhD work. Secondly, we are keeping a close watch on the job market. Historians who can teach global history are currently better positioned for academic jobs than those who can only teach national perspectives. Similarly sociologists who have developed their methodological skills are in a (relatively) stronger position than those without.

Everyone agrees that the job market is tight, to put it mildly. We are actively engaged in preparing our students with skills that will equip them for positions in non-academic areas, including policy-related work.

Jennifer Green, our grad rep this year has two features in this newsletter which give you some idea of what we mean. She has leapt to prominence in the ST Global Consortium based in Washington DC that has close links into various influential policy-related bodies in the nation's capital. She has also revitalized the graduate forum, that now serves as a meeting place for students and faculty from both HTS and from other schools to discuss work together. As important, in my view, it serves to professionalize students into the mores and customs of academic life, and indeed into the functioning of any social group that brings together people of diverse backgrounds around a common enterprise.

We are proud of the achievements of many of our students this year. Joel Hewett did a summer internship at the Carter Center in Atlanta, from where he was recruited to be a researcher on President Obama's inquiry into the BP Deepwater Horizon Oil Spill. Angelina Long was recruited as a graduate historian by the Naval Research Laboratory, where she plans to complete her PhD on the emergence of the World Weather Watch. Ashok Maharaj will finalize his study of the Indian space program as a Guggenheim Fellow at the National Air and Space Museum, also in Washington D.C And Fang Zhou has just started his academic career teaching at Georgia Gwinnett College. These young men and women are an inspiration to their colleagues in the graduate program, and a source of immense pride to the entire School.

If you are interested in joining our program, or merely in learning more about us, please check out our handbook at www.hts.gatech.edu/graduate/. There is a lot of other useful information on this home page. Alternatively feel free to write to me personally (john.krige@hts.gatech.edu) or to my extremely able administrative assistant, LaDonna Bowen (ladonna.bowen@hts.gatech.edu).

Dr. John Krige
Kranzberg Professor of History
Director of Graduate Studies

CURRENT GRADUATE STUDENTS

SYBRINA ATWATERS

Deciding to pursue a doctoral degree reveals many passions as well as several concerns. My passion was driven by my desire for an interdisciplinary program that could sustain research at the intersection of science, religion, and society. My decision also included relinquishing a rewarding 10 year engineering career. I knew early on that choosing the right program of study would be imperative to my success. Currently, I am a fourth year PhD student in the School of History, Technology and Society (HTS); as well as a graduate research assistant. As I reflect upon my experience, I can say without pause that this was the right choice for me.

The interdisciplinary nature of this program, the flexibility of the curriculum structure, and the scholarly community at Georgia Tech (GT) provided the framework necessary to meet my goals. The courses taught me to use both a historical and sociological lens in interpreting the complexities of humanity as it engages with scientific and technological innovations. As a graduate teaching assistant and research assistant, I have been given the opportunity to obtain significant teaching and research experience; teaching both large survey courses like “Introduction to Sociology” and smaller seminar courses like “Women in Science and Engineering.”The scholastic exchange with GT faculty, internally and beyond the HTS department, offers an unparalleled scientific network. I have presented at over five professional conferences on a range of topics. Yet, what I found most rewarding is the pathway to serve the larger community: as a mentor, reviewer of undergraduate research, instructor, board member of professional associations, and community volunteer.

The HTS program prepares you to be successful, whether choosing a career in academia, government, non-profit, or industry, through balancing the intensity and rigor of doctoral studies with practical experience and community engagement.



Sybrina Yvonne Atwaters received her Bachelor of Electrical Engineering and her Master's in History, Technology, and Society from Georgia Tech. She also earned a Master of Theological Studies from Candler School of Theology, Emory University and a Master's of Science from Georgia State University. Sybrina is currently a PhD candidate in the School of History, Technology, and Society



JENNIFER GREEN

Leadership Opportunities in STGlobal Consortium

The HTS graduate program provides significant leadership and service opportunities to support building a university career or pursuing professional and research positions in the public or private sectors. One such opportunity is available through HTS's membership in the STGlobal Consortium.

STGlobal Consortium is an international, interdisciplinary organization of leading graduate programs in science and technology policy (STP) and science and technology studies (STS) (see: www.stglobal.org). The Consortium's mission is to inspire and challenge graduate students to contribute to the forefront of research on science and technology policy and social issues, and to foster mutual understanding in the S&T community. Now in its eleventh

CURRENT GRADUATE STUDENTS, CONT ...

year, STGlobal advances its mission by presenting an annual graduate conference in Washington, DC, in collaboration with its Mission Partners: AAAS and The National Academies.

Based on my research interests, the HTS graduate program appointed me as one of two Georgia Tech representatives to the STGlobal Organizing Committee, which is the Consortium's governing board. This year I was honored by the committee to be selected Chair of the organization for the 2011 conference year. In this role, I lead a 15-member, globally distributed, volunteer committee to organize an international academic conference planned for April 2011. The Consortium's operations and the annual conference are made possible each year through committee members' diverse abilities and their contributions of time and ideas.

Glo Ross, also an HTS Ph.D. student, is my fellow Georgia Tech representative on the STGlobal Organizing Committee. We work regularly via e-mail and Skype conference calls with STGlobal's Mission Partner liaisons and with our committee peers in the other member schools: Arizona State University, École Nationale Supérieure des Mines de Paris, George Mason University, Georgetown University, George Washington University, and Virginia Tech. This leadership opportunity through the HTS graduate program is both personally and professionally rewarding.

HTS Graduate Forum Fosters Research Culture

The HTS graduate program fosters a research culture and community through a weekly graduate forum. Most Monday afternoons are set aside for a seminar that brings the graduate students together for talks from established scholars, professional development workshops that the students organize according to their interests, and presentations of the grad students' own research as they prepare conference talks and papers to submit for publication.

The HTS Graduate Forum Speakers Series augments the grad forum's weekly activity. The HTS school makes funds available to invite early- and mid-career faculty -- from other university programs and beyond Georgia Tech -- to visit our campus and give talks on their research. Guest speakers' topics during the 2010-2011 year have included: The Technological Determinism of “Agribusiness”; How the Hippies Saved Physics; Pipelines of Power: Oil Landscapes in the Nineteenth Century; and America's Astronaut Corps

The speakers series provides opportunities for our grad students to personally interact with the visiting scholars, build their professional networks, and gain insights that could serve their developing research interests. HTS faculty also participate in the speakers series to give papers on their research interests. This engagement introduces students to the work of our faculty and contributes to the community's intellectual conversation.



HTS GRADUATE STUDENTS POLISH THEIR RESEARCH SKILLS AT THE NATIONAL ARCHIVES

Graduate students on a trip to the National Archives (left to right): Joon An, Paul McKittrick, Ron Dempsey, Sarah Gilbreath, Jamie M. Fischer (CE), Peter Westin, Cesar Bautista, Brian Jirout, John Miller

GRADUATE ALUMNAE NEWS



JAHNAVI PHALKEY

Junior Research Fellow, Imperial College London

In January 2010, I began my three-year Junior Research Fellowship at the Centre for the History of Science, Technology and Medicine (CHoSTM), Imperial College London. There are three aspects of this fellowship that make it a fantastic opportunity, and I am happy to share them with you.

First, CHoSTM, like HTS, is a relatively small department in a university otherwise focused on the science, engineering and medical faculties. This has advantages, as I have realized in both cases. While at HTS, we enjoy the benefits of a high faculty-student ratio, at the post-doctoral stage in CHoSTM, this translates to advantages of being nurtured into a career in academia with support from both faculty and students: we can spare time

for each other. Thursdays at CHoSTM begin with a doctoral training seminar where we read chapters in progress. Later in the evening, we have the departmental colloquium with invited speakers. Another special feature of life at CHoSTM is its participation in the London Centre for History of Science, Technology, and Medicine – a collaborative teaching project involving the University College London and the Wellcome Trust. We thus have access to resources and the space to interact with our colleagues outside Imperial, (something that could well be developed in Atlanta).

Second, the fellowship tenure of three years makes it every attractive as it allows for the time and space to think about the direction of a future career in academia. The fellowship also comes with its own research budget, which saves the time from having to constantly apply for grants. Finally, this is after all London! The resources available for an historian are incredibly rich. Immediate access to the British Library, the National Archives, the University of London library, to mention a few, are a privilege. As is a privilege the rich cultural and intellectual life of London, which keeps one very very busy. All in all, a JRF at the Imperial College London has provided me invaluable prospects towards my career and I am happy to be a part of the CHoSTM community.

PAUL MCKITTRICK

The Georgia Institute of Technology offers an outstanding Masters and PhD program in the History of Technology and Society (HTS). That Georgia Tech offers great academic programs outside the hard sciences or engineering should not be surprising to anyone familiar with the institution. As a globally recognized premier research institution, Georgia Tech has been pushing the frontier of scientific and engineering knowledge for over a century. Scholars working to understand the process of technological development and its impacts on historical and societal development could not find a better place to center their activities. However, what may be surprising to the uninitiated and the academic community alike is the fact that Tech makes this fantastic program readily available to part-time and nontraditional students.

I have been a part-time student in the HTS program since the fall of 2009. Like a lot of the students in the program, I have passionate academic interests that have to remain temporarily subordinate to familial and nonacademic work obligations. I went to Tech in the early 1990s to pursue a graduate degree in Civil Engineering as a full-time student. I therefore appreciated the depth of Tech's programs, but I was also keenly aware of the work load required. When contemplating a return to academia, I was therefore apprehensive about a number of issues.

GRADUATE ALUMNAE NEWS, CONT . . .

Concern #1: I will not have time to both work and pursue my academic interests. The graduate program director, Dr. John Krige, and the professors in HTS have developed a program that accommodates the student obligated to outside work. The required classes are offered mostly in the evening and are conveniently separated over the fall and spring semesters. Fortunately, the HTS program is academically, rather than temporally rigorous.

Concern #2: The course work will be both unrelated to my areas of interest and doctrinaire in its presentation. Dr. Krige aligned my interest in the Age of Sail with a wonderful course, The History of the Atlantic World, taught by Dr. Gerona. This course, taught at night, was an excellent reintroduction to school, accessible to a student building houses during the day. The HTS core courses, although not always germane for each student's direct interests, provide the foundation for any technological study and are all presented and discussed in an uninhibited, open manner. Multiple theories are presented and evaluated; none are presented as received doctrine.

Concern #3: If I return to school, I will be older and fatter than most of the students and the professors. Sadly, this one is pretty much true. Happily, they do not hold it against you.

Dr. Krige takes an active interest in each student and his or her research interests as well as in their personal circumstances. He will help each student design a program that achieves the program's objectives and which prepares the student for their research interests. The HTS graduate program works for both full-time and part-time students alike.



RECENT AWARDS, FELLOWSHIPS & GRANTS OF CURRENT GRAD STUDENTS

Sybrina Y. Atwaters

- Georgia Institute of Technology, President's Fellowship, 2007-2010
- Georgia Institute of Technology-Office of Minority Education and Development, Tower Award, 2009
- The Fund for Theological Education, Doctoral Fellowship, 2007-08, 2008-09

Jennifer Green

- Georgia Institute of Technology, President's Fellowship, 2010-14
- Georgia Institute of Technology, Graduate Student Advisory Board, 2010-11
- Chair, ST Global Consortium, Washington DC

Joel Hewett

- Georgia Institute of Technology, Kranzberg Fellowship, 2009-13
- Georgia Institute of Technology, Graduate Student

Government Representative, 2009-10

- Researcher in the division of Policy and Research for President Obama's National Commission on the BP Deepwater Horizon Oil Spill and Offshore Drilling

Angelina Long

- Appointed graduate historian at the Naval Research Laboratory in Washington D.C.

Ashok Maharaj

- Awarded the Smithsonian National Air and Space Museum's Guggenheim Fellowship, Pre-Doctoral in-residence Fellowship, 2010-11

Gloria Ross

- Georgia Institute of Technology, President's Fellowship, 2009-13
- Families First, Southern Education Foundation, Summer Internship, 2010

VISITING HTS PROFESSORS

KONSTANTINOS CHATZIS

Konstantinos Chatzis, Visiting Professor in Ivan Allen College’s School of History, Technology, and Society (HTS) through July 2011, is tackling the history of urban travel forecasting (UTF). The first analysis of its type, his work will focus on France and the United States from the 1950s to the present.

“UTF tools remain of key importance in the transportation profession and in urban transport policies,” said Chatzis. “To size and assess new urban transport infrastructures...or to make optimal use of existing capacity...one needs to forecast urban traffic.”

Chatzis’ analysis will be carried out from a comparative and transnational perspective by focusing on the circulation and transfer of the modelling practices, and will treat both the “content” of the modelling and the “production-use” chain of these formulas: actors involved, household travel surveys, computers, and software required.

“HTS, with the pluridisciplinary profile of its faculty, is the right place for my research, and the impressive range of documents available within the Georgia Tech Library and its counterpart at Emory University make them just stunning sites to work,” said Chatzis. He anticipates completing the field work for the American part of his research project and producing a sketch of the book he plans on the history of Urban Travel Forecasting in France and the United States.

A native of Greece, Chatzis is a research scholar at the Ecole des Ponts ParisTech. He graduated from the National Technical University of Athens and earned a PhD in social sciences from the Ecole des Ponts ParisTech. He is a Senior Researcher at INRETS (National Institute for Transport and Safety Research-FRANCE), and a tenured full-time researcher at the LATTs (Laboratory Technology, Territories and Societies), a French interdisciplinary research center located at Ecole des Ponts. Chatzis is Associate Editor for the journal Engineering Studies and member of the Editorial Board of another journal, *Almagest*.

Original story by Rebecca Keane



FACULTY ACCOMPLISHMENTS

The faculty in HTS continue to be active in their research, teaching, and service to the disciplines of history and sociology. Below is a “snapshot” of just some of the faculty activities over the past 12 month.

- 12 refereed articles
- 4 books
- 4 book chapters
- 1 reissued books
- 4 edited books/proceedings
- 41 presentations at professional conferences
- 1 faculty member holds elective office in a national professional society
- 4 national committee chairs
- 1 faculty member hold office in national professional societies
- 2 journals or special issues benefit from editing by our faculty
- 8 editorial boards are served by our faculty
- 14 national and international committees

VISITING HTS PROFESSORS, CONT ...

YAN YANG

From Chongqing University of Technology (CQUT) in Chongqing City, China, Yan Yang is a visiting professor in the School of History, Technology, and Society for 2010/2011.

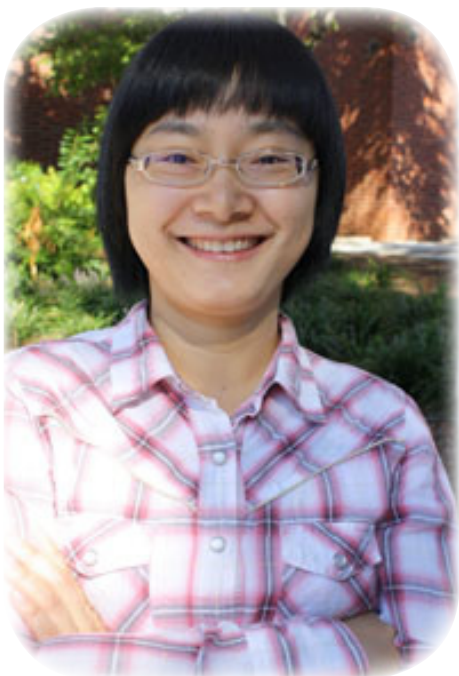
Chongqing City is missioned by China’s State Council to be the engine for economic, cultural, and social advancement in western China and so, explained Yang, “is a new window opened to the west.”

Yang’s lectures on American history and culture are popular with students and have led to her twice being recognized with the CQUT Favorite Teacher Award. Of her year here Yang says, “I hope to study American urbanization deeply and profoundly.” She was attracted by “the outstanding research achievements of professor [and HTS Chair] Ronald Bayor and the high reputation of Georgia Tech.”

In Atlanta for the past month, Yang says our hot weather doesn’t bother her a bit. Chongqing City is the hottest region in China with summer temperatures regularly soaring above one hundred.

Yang holds a master’s from Sichuan International Studies University.

Original story by Rebecca Keane



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HTS GRADUATE FORUM SPEAKER SERIES

Students in the HTS graduate program put together a fantastic Graduate Speakers Forum for the 2010 - 2011 academic year. Historians and sociologists who address issues of science or technology in their work presented recent research, and those who were new in their positions were also able to share insight into the academic job search process. Below is a list of the fantastic speakers we had in 2010 and those to come in 2011.

All dates are MONDAYS*
4:00 - 5:30 p.m.
Old CE Building, Room 104
**unless otherwise noted*

September 20, 2010:
Shane Hamilton, Ph.D.
University of Georgia
TITLE: The Technological Determinism of “Agribusiness”

October 4, 2010:
David Kaiser, Ph.D.
Massachusetts Institute of Technology
TITLE: How the Hippies Saved Physics

November 15, 2010:
Daniel Bouk, Ph.D.
Colgate University
TITLE: Racial Categorization and Insurance Industry

November 29, 2010:
Christopher Jones, Ph.D.
Harvard University
TITLE: Pipelines of Power: Oil Landscapes in the 19th Century

February 7, 2011:
Matthew Hersch, Ph.D.
University of Southern California
TITLE: The Man in the Gray Flannel Spacesuit: America’s Astronaut Corps, 1959–1979

February, 2011:
Melvin Oliver, Ph.D.
University of California, Santa Barbara
TITLE: The Racial Wealth Gap
TIME: TBA

March 1, 2011:
Jaclyn Friedman
TITLE: Yes Means Yes: Visions of Female Sexual Power and a World Without Rape
TIME: TBA

March 14, 2011:
Paul Baer, Ph.D.
Georgia Institute of Technology
TITLE: Environmental Policy

April 4, 2011:
Elizabeth Ransom, Ph.D.
University of Richmond
TITLE: Rural Impact of Transformations of Red Meat Production in Southern Africa

April 11, 2011:
Joseph Masco, Ph.D.
University of Chicago
TITLE: Atomic Cinema: The Significance of Film for the Constitution of the U.S. Nuclear Complex

April 25, 2011:
Kostas Chatzis, Ph.D.
Ecole des Ponts ParisTech
TITLE: Modeling Urban Transport Systems



Ms. LaDonna Bowen, Coordinator for the MS and Ph.D. program, has been promoted to Academic Advisor at Georgia Tech. LaDonna’s primary responsibility is

to troubleshoot problems students may have, particularly in relation to academic progress and/or funding. She works closely with the Director of Graduate Studies to ensure that students are making adequate progress, tracks students’ milestone completion, and maintains graduate student academic records. In addition, Ms. Bowen coordinates the graduate admissions process. Students (current, prospective, or alums) can contact LaDonna with questions regarding their academic record, program requirements, foreign language examinations, prospectus presentations, or dissertation defenses.

Dr. Amy D’Unger, Associate Director of Undergraduate Studies in HTS, was elected President of the Georgia Tech Academic



Advisors Network (GTAAN) for 2010 - 2011. GTAAN networks advisors, as well as faculty, staff, and support personnels, providing access to information about campus resources and best practices. She also serves as the secretary for the Georgia Tech Academic Services Committee, where she can share concerns from the perspective of both a faculty member and an advisor.

To schedule an appointment with Ms. Bowen or Dr. D’Unger, go to www.advising.gatech.edu



Dr. Flamming works with HTS students in the computer lab of the Old CE Building, which includes skylights and a Zen rock garden.



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