Use of *Galileo's Middle Finger* in Undergraduate and Graduate Education

Nicholas A. Christakis, MD, PhD, Professor of Social and Natural Science, Yale University: "We chose GMF as a book **for a series of salons we had on non-fiction writing** — for the book is an accessible and powerful example of that, and much more. It was among the students' favorite books because it ties together so many disparate strands of learning, uses powerful examples that the students can relate to, and has an incredibly strong narrative style."

David Uttal, PhD, Professor and Director of Graduate Studies in Psychology and School of Education and Society Policy, Northwestern University: "The National Science Foundation requires that all students funded on NSF grants must receive training in the Responsible Conduct of Research (RCR). This training is in addition to the typical Institutional Review Board (IRB) courses that all researchers take. Each department is charged with coming up with training that is relevant to the research that students will conduct. *Galileo's Middle Finger* is an ideal text **for Responsible Conduct in Research courses in social science and education departments**. The book makes students think about the many facets of research responsibility. The courses meetings then become much more than the typical 'don't do this, don't do that' kind of lectures that students have come, unfortunately, to expect in ethics courses. The book makes students think about the role of research in society and to learn about the problems that can arise when research and politics clash. I highly recommend the book for RCR courses."

Matthew Crawford, PhD, Professor in History, Kent State University: "I am using *Galileo's Middle Finger* **in a course that examines scientific controversies, the politicization of science, and the politics of science** since World War II. In the course, we considered a series of case studies including climate change and environmental science, tobacco, vaccines, AIDS research, and others. In selecting the readings, I tried to include a range of the styles of writing about the politics and a variety of perspectives. The first half of the course focused primarily on the way in which scientific controversies emerge out of conflicts with political ideologies and economic interests of certain industries. The second half of the course looks at the ways in which 'laypeople' and activists engage with science and the production of knowledge. Your book adds significantly to the course in that it no only discoveries the kinds of controversies that can emerge out of identity politics but it also provides a firsthand account of the controversies."

Katharine Weber, Richard L. Thomas Professor of Creative Writing, Kenyon College: "I used *Galileo's Middle Finger* **in my mixed genre creative writing class** this semester (Spring '16). I asked the students to consider how and why Alice Dreger opens the book with an appealing and personal introduction that is both conversational and provocative. Why is her writing in this voice effective as she introduces not only the subject and thesis of the book, but also, more crucially, a history of her relationship to the material and how she came to write it? These pages of Alice Dreger's book are exemplars of Vivian Gornick's 'Situation and Story' model. The situation is the event or topic, while the story is 'the personal experience that preoccupies the writer: the insight, the wisdom, the thing one has come [here] to say.' I will be teaching this course again next year, and while I will drop and change some of the assignments based on this year's outcome, this one was quite successful, and I know I will be using this pair of reading and writing assignments again."

Jon S. Lasser, PhD, Psychologist, Texas State University: "I plan to use GMF in Spring '17 **for my undergrad research ethics course**. I plan on using the Bailey story as we explore the role of IRBs and the regulations ("research" as systematic investigation vs. talking to people and writing about them), as well as Dr. New's research and the role of informed consent. I think GMF will help my students better understand abstract concepts related to research ethics by giving them stories about real people and the impact these cases have."