# ARTSSCI 1C06 – Global Challenges Inquiry (Fall-Winter 2022-23)

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| Course Description This course offers an opportunity to explore and engage with some of the most pressing sociopolitical challenges and injustices affecting the contemporary world. In the first term, we will take up the nature, causes, implications, and intersections of such challenges, considering a wide range of perspectives on these issues and investigating particular historical and contemporary examples. Building on this foundation, we will then shift our focus (in the Winter term) to questions of response, learning from and analysing some of the strategies and approaches deployed by individuals, organizations, and institutions to attempt to rectify and redress these vexing problems.  As the course title makes clear, “Global Challenges” is an inquiry course, which means that considerable emphasis will be placed on students asking and engaging in scholarly exploration of their own questions relevant to the course themes and topics. While we will provide introductory material and frame discussions, you will be expected to participate actively in class throughout the year, and to complete self-directed, inquiry-based assignments with support and feedback from the course instructors. More than simply a pedagogical approach, this focus on inquiry is tightly connected to the concerns of the course, as the capacity to ask and explore meaningful and significant questions is central to promoting positive social change. | Class Times **Term 1 (Fall 2022):**  M 9:30-11:20 (LRW 1057)  T 10:30-11:20  BSB 120 (A-Gor)  BSB 121 (Gre-Pei)  ETB 227 (Pot-Z)  **Term 2 (Winter 2023):**  M 9:30-11:20 (JHE 326H)  T 10:30-11:20  KTH B104 (A-Gor)  KTH B135 (Gre-Pei)  KTH B105 (Pot-Z) InstructorsDr. Beth Marquis [marquie@mcmaster.ca](mailto:marquie@mcmaster.ca)  *Office Hours: Fri., 2:30-4:30pm (LRW 3038)* Dr. Mat Savelli [msavelli@mcmaster.ca](mailto:msavelli@mcmaster.ca)  *Office Hours: Tues., 12:30-1:30pm (KTH 230)* Teaching Assistant Audrey Wu [wut92@mcmaster.ca](mailto:wut92@mcmaster.ca) |  |

## Course Objectives

Upon successful completion of this course, students should be able to:

1. Explain and engage critically with scholarly perspectives on global challenges, applying these in the service of analyzing particular cases and manifestations.
2. Discuss, compare, and evaluate diverse approaches to addressing global challenges and struggling against inequity and injustice.
3. Develop, investigate, and respond effectively to compelling and researchable questions about contemporary global challenges.
4. Construct well-formulated and insightful arguments that demonstrate in depth knowledge of particular (self-selected) cases of injustice and/or responses to injustice.

## Course Format:

Each week, students are responsible for (1) attending a two hour interactive lecture, and (2) attending a small group discussion (details on locations and times can be found above). Each of these classes is considered required, and students are expected to have done the assigned weekly readings in advance of the small group discussions.

## Required Texts:

There are no texts to purchase for this course; all readings will be accessible through online channels such as public websites and McMaster’s eBook collections and journal databases. Links to these materials will be available on the course Avenue site. See the schedule below for initial reading assignments. Additional readings may be assigned as we move through the term.

## Assignments and Evaluation - Term 1:

Critical Response Paper Due October 3 (or before) = 10%

Capstone Development

Written Proposal Due October 24 = 10%

Discussion of Feedback & Progress Weeks of November 21, 28 = 5%

Capstone Essay Due December 12 = 25%

## Assignments and Evaluation - Term 2:

Written Proposal Due February 13 (or before) = 10%

Poster Session

Capstone Poster Due April 2 = 10%

Poster Discussion April 3/4 or 10/11 = 3%

Poster Response Due April 12 = 2%

Capstone Essay Due April 15 = 25%

## Assignment Descriptions & Evaluation Criteria:

### Term 1

Capstone Proposal (10%), Discussion (5%) and Final Essay (25%)

These assignments ask you to develop, investigate, and respond to a researchable question of relevance to contemporary global challenges (e.g., an investigation of the causes, understandings, and implications of a particular challenge or injustice). You will be required to construct a research question of interest to you, to identify and obtain information relevant to answering the question, to evaluate the validity and appropriateness of the evidence, to draw reasoned conclusions, and to communicate a coherent and persuasive response in an essay of 8-10 pages in length.

As a first step in this process, you will be required to submit a 3 page proposal that outlines your research question and indicates its significance, discusses and analyses literature of relevance to this topic (at least 5 sources), and describes your proposed means of researching and responding to your question. The proposal should also include a preliminary bibliography (which should not be included in the page count).

Shortly after receiving your graded proposal, you will be required to participate in a brief discussion of your developing project with one of the course instructors. This discussion will last approximately 10 minutes, and should include a brief summary of your essay’s central argument/idea (as it currently stands), an indication of how you intend to respond to the feedback provided on your proposal, and a discussion of at least one substantive question about your essay’s content (posed by you).

Critical Response Paper (10%)

For this assignment, you will be required to watch an online video (e.g. a documentary or lecture) or attend an event in the community that speaks broadly to one or more global challenges. Although the instructors may propose some possible options, students are encouraged to find and propose possibilities on your own. After viewing the video or attending this event, you will be expected to write a 3 page critical response, which considers how the video/event resonates with ideas discussed in the course, and critically evaluate the arguments and strategies taken up or discussed. You are encouraged to submit your response paper as soon as possible after attending your selected event/viewing the video.

### Term 2

Capstone Proposal (10%) and Final Essay (25%)

These assignments ask you to develop, investigate, and respond to a researchable question of relevance to contemporary global challenges (e.g., an exploration of the strengths, limitations, and ramifications of a strategy for responding to a particular challenge). You will be required to construct a research question of interest to you, to identify and obtain information relevant to answering the question, to evaluate the validity and appropriateness of the evidence, to draw reasoned conclusions, and to communicate a coherent and persuasive response in an essay of 8-10 pages in length.

As a first step in this process, you will be required to submit a 3 page proposal that outlines your research question and indicates its significance, discusses and analyses literature of relevance to this topic (at least 5 sources), and describes your proposed means of researching and responding to your question. The proposal should also include a preliminary bibliography (which should not be included in the page count).

Capstone Poster (10%), Discussion (3%) and Response (2%)

Near the end of the term, you will be required to participate in a poster session split over 3-4 classes. For this session, you will be asked to communicate the major findings of your capstone through an academic poster. Such posters typically highlight the research question, major argument(s), evidence, and conclusions of an academic paper, as well as any other supplementary material that might be needed for a viewer to make sense of your project. In addition, you will be asked to discuss your poster with one of the instructors during the session (for approximately 5 minutes), and with other students in attendance. Finally, you’ll be required to complete a short (1p) response to another student’s capstone poster, highlighting your response to their argument, as well as any new questions formulated in response to their poster.

## Course Schedule

****September 6:**** Introduction to Global Challenges and Inquiry Learning

****September 12/13:**** Colonialism & Neocolonialism

* **Required Readings:**
* Nkrumah, K. (1965). Introduction to *Neo-Colonialism, The Last Stage of Imperialism*.
* Klay Kieh Jr. G. (2012). Neocolonialism: American foreign policy and the first Liberian civil war. *Journal of Pan African Studies*, *5*(1), 164-184.

****September 19/20:**** Constructing & Enacting Difference

* + **Required Readings:** 
    - Fanon, F. (1952/2013). The fact of Blackness (abridged). In N. Mirzoeff (ed.). *The Visual Culture Reader*, 3rd ed. (pp. 463-465). Routledge.
    - Kafer, A. (2013). Selection from Introduction: Imagined futures. In *Feminist Queer Crip* (pp. 10-14). Indiana University Press.
    - Simpson, A. (2014). Selection from Indigenous interruptions. Mohawk Nationhood, citizenship, and the state. In *Mohawk Interruptus: Political Life Across the Borders of Settler States* (pp. 1-33). Duke University Press.

****September 26/27:**** Globalizing the Human Experience

* + **Required Readings:** 
    - Ritzer, G. & Ryan, M. (2003). The globalization of nothing. *Social Thought and Research*, *25*, 51-81.
    - Harvey, D. (2007). Neoliberalism as creative destruction. *The Annals of the American Academy of Political and Social Science*, *610*(1), 21-44.

****October 3/4:**** Human Rights

* + **Required Readings:** 
    - Ibhawoh, B. (2018). Visions and disputes. In *Human Rights in Africa* (pp. 1-20). Cambridge University Press.
    - Karunanayake, D. (2020). Reclaiming home and “righting” citizenships in postwar Sri Lanka: Internal displacement, memory, and human rights. In C.J. Schlund-Vilas, G. Beauregard, and H. Lee (eds.), *The Subject(s) of Human Rights. Crises, Violations, and Asian/American Critique* (pp.180-200)*.* Temple University Press.

***Critical Response Papers due on October 3 (or before)***

****October 17/18:**** Global Tax and Trade

* + **Required Readings:** 
    - Milin, Z. (2014). Global tax justice and the resource curse: What do corporations owe? *Moral Philosophy and Politics*, *1*(1), 17-36.
    - Evertsson, N. (2020). Corporate tax avoidance and neutralization techniques: A case study of the Panama Papers. *Critical Criminology*, 28, 721-739.

****October 24/25:**** Racism and White Supremacy

* + **Required Readings:** 
    - Maynard, R. (2017). Selection from Destroying Black families. Slavery’s afterlife in the child welfare system. In *Policing Black Lives: State Violence in Canada from Slavery to the Present* (pp. 192-207). Fernwood.
    - Waldron, I. (2018). Not in my backyard. The politics of race, place, and waste in Nova Scotia. In *There’s Something in the Water. Environmental Racism in Indigenous and Black Communities* (pp. 66-88). Fernwood.

***Capstone Proposals due on October 24***

****October 31/November 1:**** The War on Drugs

* + **Required Readings:**
  + **Karam, K. (2022). Drug prohibition and the policing of warfare: The war on drugs, globalization, and the moralization of perpetual violence. *Humanity*, *13*(1), 22-39.**
  + **Velez-Torres, I. & Lugo-Vivas, D. (2021). Slow violence and corporate greening in the war on drugs in Colombia. *International Affairs,* *97*(1), 57-79.**

****November 7/8:**** Migration, Borders, and Coloniality

* + **Required Readings:** 
    - Gutiérrez Rodriguez, E. (2018). [The coloniality of migration and the “refugee crisis”: On the asylum-migration nexus, the transatlantic white European settler colonialism-migration and racial capitalism](https://doi.org/10.7202/1050851ar). *Refuge*, *34*(1).
    - Lee, E. (2018). [Tracing the coloniality of queer and trans migrations: Resituating heterocisnormative violence in the Global South and encounters with migrant visa ineligibility to Canada](https://doi.org/10.7202/1050855ar). *Refuge, 34*(1).

****November 14/15:**** The War on Terror

* + **Required Readings:**
  + **Jackson, L. (2021). Still just victims or villains? The “jihadi brides” and the representation of politically violent women. *Critical Studies on Terrorism*, *14*(4) 405-411.**
  + **Sykes, P. (2016). Denaturalisation and conceptions of citizenship in the ‘war on terror.’ *Citizenship Studies, 20*(6-7), 749-763.**

****November 21/22:**** Gender-Based Violence

* + **Required Readings:** 
    - Dlamini, N.J. (2021). Gender-based violence, twin pandemic to COVID-19. *Critical Sociology, 47*(4-5), 583-590.
    - Dorries, H. & Harjo, L. (2020). Beyond safety: Refusing colonial violence through Indigenous feminist planning. *Journal of Planning Education and Research, 40*(2), 210-219.

***Capstone Discussions November 21-25***

****November 28/29:**** Democratic Decay

* + **Required Readings:**
  + Stefan Foa, R. & Mounk, Y. (2021). America after Trump: from “clean” to “dirty” democracy? *Policy Studies*, *42*(5-6), 455-472.
  + **Glasius, M. (2018). What authoritarianism is … and is not: a practice perspective. *International Affairs*, *94*(3), 515-534.**

***Capstone Discussions November 28-December 2 (as needed)***

****December 5/6:**** Political Depression, Critical Hope, and the Emotions of Social Change

* + - Muñoz, J.E. (2009/2019). Selection from Introduction: Feeling utopia. In *Cruising Utopia: The Then and There of Queer Futurity*, 10th Anniversary Ed. (pp. 1-15). New York University Press.
    - Cvetkovich, A. (2012). Selection from Introduction. In *Depression: A Public Feeling* (pp. 1-17). Duke University Press.

***Capstone Essays due on December 12***

### Term 2

****January 9/10:**** ‘Development’ and Justice

* + **Required Readings:** 
    - Esteva, G. & Escobar, A. (2019). Postdevelopment @ 25. On “being stuck” and moving forward, sideways, backward and otherwise. In E. Klein & C.E. Morreo (eds.), *Postdevelopment in Practice. Alternatives, Economies, Ontologies* (pp. 21-36). Routledge.
    - Gudynas, E. (2021). Postdevelopment and other critiques of development. In H. Veltmeyer & P. Bowles (eds.), *The Essential Guide to Critical Development Studies* (2nd ed.), (pp. 49-56). Routledge.

****January 16/17:**** Corporate Social Responsibility

* + **Required Readings:**
  + Kishen Gamu, J. & Dauvergne, P. (2018). The slow violence of corporate social responsibility: the case of mining in Peru. *Third World Quarterly*, *39*(5), 959-975.
  + Chunghee Kim, R. (2022). Rethinking corporate social responsibility under contemporary capitalism: Five ways to reinvent CSM. *Business Ethics, the Environment, and Responsibility*, *31*(2), 346-362.

****January 23/24: (Non)****Violence and Resistance

* + **Required Readings:** 
    - Johnson, A.E. (2018). Dislocations and shutdowns: MLK, BLM and the rhetoric of confrontation. *Journal of Contemporary Rhetoric, 8*(3), 137-145.
    - Loomba, A. (2014). The violence of Gandhi’s non-violence. *India International Centre Quarterly, 41*(1), 19-37.
    - Chenoweth, E. (2022). Can nonviolent resistance survive COVID-19? *Journal of Human Rights, 21*(3), 304-316.

January 30/31: The Union Movement

* + **Required Readings:**
  + Munck, R. (2016). Globalization, trade unions, and labour migration: A transformationalist approach. In C. Schierup, R. Munck, B. Likic-Brboric, & A. Neergaard (Eds.), *Migration, Precarity, and Global Governance: Challenges and Opportunities for Labour* (pp. 101-120). Oxford University Press.
  + Dencik, L. & Wilkin, P. (2020). Digital activism and the political culture of trade unionism. *Information, Communication & Society*, *23*(12), 1728-1737.

February 6/7: Artistic Interventions

* + **Required Readings:** 
    - Ting, C.C. (2020). Community organizing and media activism. The case of v-artivist in Hong Kong. In C. Robé & S. Charbonneau (eds.), *Insurgent Media from the Front* (pp. 235-254). Indiana University Press.
    - Wngz, R. & Ware, S.M. (2020). Black arts and the movement: A conversation. In R. Diverlus, S. Hudson, & S.M. Ware (eds.), *Until We Are Free: Reflections on Black Lives Matter Canada* (pp. 133-150). University of Regina Press.

February 13/14: Health Humanitarianism

* + **Required Readings:**
* Whittall, J. (2016). Treating terrorists. *MSF Analysis,* 05/08/2016.
* Fassin, D. (2007). Humanitarianism as a politics of life. *Public Culture*, *19*(3), 499-520.

***Capstone Proposals due on February 13***

February 27/28: Transformative Justice

* + **Required Readings:**
* Dixon, E. (2020). Building community safety. Practical steps toward liberatory transformation. In L.L. Piepzna-Samarasinha & E. Dixon (eds.), *Beyond Survival: Strategies and Stories from the Transformative Justice Movement* (pp. 11-17). AK Press.
* Kim, M.E. (2021). Transformative justice and restorative justice: Gender-based violence and alternative visions of justice in the United States. *International Review of Victimology*, *27*(2), 162-172

March 6/7: Tolerance, Intolerance, and Free Speech

* **Required Readings:** 
  + - Voltaire (1763). [*Treatise on Tolerance*](https://earlymoderntexts.com/assets/pdfs/voltaire1763.pdf)*.*

March 13/14: Decolonization and Reconciliation

* + **Required Readings:** 
    - Truth and Reconciliation Commission of Canada (2015). [Calls to Action](https://www2.gov.bc.ca/assets/gov/british-columbians-our-governments/indigenous-people/aboriginal-peoples-documents/calls_to_action_english2.pdf).
    - Tuck, E. & Yang, K.W. (2012). Decolonization is not a metaphor. *Decolonization: Indigeneity, Education & Society, 1*(1), 1-40.
    - Belcourt, B. (2016). [Political depression in a time of reconciliation](http://activehistory.ca/2016/01/political-depression-in-a-time-of-reconciliation/).

March 20/21: Environmentalism and Democracy

* + **Required Readings:** 
    - Kopnina, H. (2012). The Lorax Complex: Deep ecology, ecocentrism and exclusion. *Journal of Integrative Environmental Sciences*, *9*(4), 235-254.
    - Klein, N. (2015). Don’t look away now, the climate crisis needs you. *The Guardian,* 06/03/2015.

March 27/28: Guest Lecture: Science and Global Challenges. Dr. Juliet Daniel, Professor of Biology and Associate Dean (Research), Faculty of Science

* + **Required Readings:** 
    - To be announced.

***Capstone Poster due on April 2***

April 3/4: Poster Session 1

April 10/11: Poster Session 2

***Poster Response due on April 12; Capstone Essays due on April 15***

Assignment Deadlines & Missed/Late Work:

Students are expected to hand in all assignments on the specified due dates. Late submissions will be subject to a penalty of 3% per day (including weekend days). Assignments submitted after 11:59pm on the due date will be counted as one day late. No assignments will be accepted after April 19, 2023. Given that some course assignments require electronic submission, you should familiarize yourself with the Avenue to Learn dropbox in advance of the deadlines and ask for assistance as necessary. Problems with electronic submission WILL NOT be accepted as an excuse for lateness.

Sustainable Written Work Submission Guidelines

All written work should be submitted in the following format: double-sided pages, reduced line spacing (1.5 lines), exclusion of title page, sans-serif font. Some work will also be submitted and returned online.

## SENATE-APPROVED ADVISORY STATEMENTS

ACADEMIC INTEGRITY

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity. **It is your responsibility to understand what constitutes academic dishonesty.**

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: “Grade of F assigned for academic dishonesty”), and/or suspension or expulsion from the university. For information on the various types of academic dishonesty please refer to the [*Academic Integrity Policy*](https://secretariat.mcmaster.ca/app/uploads/Academic-Integrity-Policy-1-1.pdf)*,* located at [https://secretariat.mcmaster.ca/university-policies-procedures- guidelines/](https://secretariat.mcmaster.ca/university-policies-procedures-%20guidelines/).

The following illustrates only three forms of academic dishonesty:

* plagiarism, e.g. the submission of work that is not one’s own or for which other credit has been obtained.
* improper collaboration in group work.
* copying or using unauthorized aids in tests and examinations.

AUTHENTICITY / PLAGIARISM DETECTION

**Some courses may** use a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. For courses using such software, students will be expected to submit their work electronically either directly to Turnitin.com or via an online learning platform (e.g. A2L, etc.) using plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty.

Students who do not wish their work to be submitted through the plagiarism detection software must inform the Instructor before the assignment is due. No penalty will be assigned to a student who does not submit work to the plagiarism detection software. **All submitted work is subject to normal verification that standards of academic integrity have been upheld** (e.g., online search, other software, etc.). For more details about McMaster’s use of Turnitin.com please go to [www.mcmaster.ca/academicintegrity](https://mcmasteru365-my.sharepoint.com/personal/rbishop_mcmaster_ca/Documents/www.mcmaster.ca/academicintegrity).

COURSES WITH AN ONLINE ELEMENT

**Some courses may** use online elements (e.g. e-mail, Avenue to Learn (A2L), LearnLink, web pages, capa, Moodle, ThinkingCap, etc.). Students should be aware that, when they access the electronic components of a course using these elements, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in a course that uses online elements will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

ONLINE PROCTORING

**Some courses may** use online proctoring software for tests and exams. This software may require students to turn on their video camera, present identification, monitor and record their computer activities, and/or lock/restrict their browser or other applications/software during tests or exams. This software may be required to be installed before the test/exam begins.

CONDUCT EXPECTATIONS

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning and working communities. These expectations are described in the [*Code of Student Rights & Responsibilities*](https://secretariat.mcmaster.ca/app/uploads/Code-of-Student-Rights-and-Responsibilities.pdf) (the “Code”). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, **whether in person or online**.

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students’ access to these platforms.

ACADEMIC ACCOMMODATION OF STUDENTS WITH DISABILITIES

Students with disabilities who require academic accommodation must contact [Student Accessibility Services](https://sas.mcmaster.ca/) (SAS) at 905-525-9140 ext. 28652 or [sas@mcmaster.ca](mailto:sas@mcmaster.ca) to make arrangements with a Program Coordinator. For further information, consult McMaster University’s [*Academic Accommodation of Students with Disabilities*](https://secretariat.mcmaster.ca/app/uploads/Academic-Accommodations-Policy.pdf) policy.

REQUESTS FOR RELIEF FOR MISSED ACADEMIC TERM WORK

In the event of an absence for medical or other reasons, students should review and follow the [*Policy on Requests for Relief for Missed Academic Term Work*](https://secretariat.mcmaster.ca/app/uploads/Requests-for-Relief-for-Missed-Academic-Term-Work-Policy-on.pdf).

ACADEMIC ACCOMMODATION FOR RELIGIOUS, INDIGENOUS OR SPIRITUAL OBSERVANCES (RISO)

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the [RISO](https://secretariat.mcmaster.ca/app/uploads/2019/02/Academic-Accommodation-for-Religious-Indigenous-and-Spiritual-Observances-Policy-on.pdf) policy. Students should submit their request to their Faculty Office ***normally within 10 working days*** of the beginning of term in which they anticipate a need for accommodation or to the Registrar's Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

COPYRIGHT AND RECORDING

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, **including lectures** by University instructors. The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done either by the instructor for the purpose of authorized distribution or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

EXTREME CIRCUMSTANCES

The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L and/or McMaster email.

NOTES FOR ALL ARTS & SCIENCE COURSES

1. Some of the statements above refer to a “Faculty Office”; please note that the Arts & Science Program Office serves in this capacity.
2. It is the responsibility of students to check their McMaster email regularly. Announcements will be made in class, via A2L, and/or via the course email distribution list.
3. For additional information regarding requests for accommodation, relief for missed term work (e.g. MSAF), deferred examinations, etc., students should read carefully the [Requests](https://artsci.mcmaster.ca/forms-requests/) and [Resources](https://artsci.mcmaster.ca/current-students/resources/) pages on the Arts & Science Program website.