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Winner, Grand Prize, French Voices Award for Excellence in Publication and Translation The Space Age is over? Not at all! A new planet has appeared: Earth. In the age of the Anthropocene, the Earth is a post-natural planet that can be remade at will, controlled and managed thanks to the prowess of geoengineering. This new imaginary is also accompanied by a new kind of power—geopower—that takes the entire Earth, in its social, biological and geophysical dimensions, as an object of knowledge, intervention, and governmentality. In short, our rising awareness that we have destroyed our planet has simultaneously provided us not with remorse or resolve but with a new fantasy: that the Anthropocene delivers an opportunity to remake our terrestrial environment thanks to the power of technology. Such is the position we find ourselves in, when proposals for reengineering the earth's ecosystems and geosystems are taken as the only politically feasible answer to ecological catastrophe. Yet far from being merely the fruit of geo-capitalism, this new grand narrative of geopower has also been activated by theorists of the constructivist turn—ecomodernist, postenvironmentalist, accelerationist—who have likewise called into question the great divide between nature and culture. With the collapse of this divide, a cyborg, hybrid, flexible nature has been built, an impoverished nature that does not exist without being performed by technologies that proliferate within the space of human needs and capitalist imperatives. Underneath this performative vision resides a hidden anaturalism denying all otherness to nature and the Earth, no longer by externalizing it as a thing to be dominated, but by radically internalizing it as something to be digested. Constructivist ecology thus finds itself in no position to confront the geoconstructivist project, with its claim that there is no nature and its aim to replace Earth with Earth 2.0. Against both positions, Neyrat stakes out the importance of the unconstructable Earth. Against the fusional myth of technology over nature, but without returning to the division between nature and culture, he proposes an "ecology of separation" that acknowledges the wild, subtractive capacity of nature. Against the capitalist, technocratic delusion of earth as a constructible object, but equally against an organicism marked by unacknowledged traces of racism and sexism, Neyrat shows what it means to appreciate Earth as an unsubstitutable becoming: a traject that cannot be replicated in a laboratory. Underway for billions of years, withdrawing into the most distant past and the most inaccessible future, Earth escapes the hubris of all who would remake and master it. This remarkable book, which will be of interest to those across the humanities, natural sciences, and social sciences, from theorists to shapers of policy, recasts the earth as a singular trajectory that invites humans to turn political ecology into a geopolitics.

The authors have put forth great efforts in gathering present day knowledge about different objects within our solar system and universe. This book features the most current information on the subject with information acquired from noted scientists in this area. The main objective is to convey the importance of the subject and provide detailed information on the physical makeup of our planetary system and technologies used for research. Information on educational projects has also been included in the Radio Astronomy chapters.This information is a real plus for students and educators considering a career in Planetary Science or for increasing their knowledge about our planetary system.

Science, engineering, and technology permeate nearly every facet of modern life and hold the key to solving many of humanity's most pressing current and future challenges. The United States' position in the global economy is declining, in part because U.S. workers lack fundamental knowledge in these fields. To address the critical issues of U.S. competitiveness and to better prepare the workforce, A Framework for K-12 Science Education proposes a new approach to K-12 science education that will capture students' interest and provide them with the necessary foundational knowledge in the field. A Framework for K-12 Science Education outlines a broad set of expectations for students in science and engineering in grades K-12. These expectations will inform the development of new standards for K-12 science education and, subsequently, revisions to curriculum, instruction, assessment, and professional development for educators. This book identifies three dimensions that convey the core ideas and practices around which science and engineering education in these grades should be built. These three dimensions are: crosscutting concepts that unify the study of science through their common application across science and engineering; scientific and engineering practices; and disciplinary core ideas in the physical sciences, life sciences, and earth and space sciences and for engineering, technology, and the applications of science. The overarching goal is for all high school graduates to have sufficient knowledge of science and engineering to engage in public discussions on science-related issues, be careful consumers of scientific and technical information, and enter the careers of their choice. A Framework for K-12 Science Education is the first step in a process that can inform state-level decisions and achieve a research-grounded basis for improving science instruction and learning across the country. The book will guide standards developers, teachers, curriculum designers, assessment developers, state and district science administrators, and educators who teach science in informal environments.

Most books on the biotechnology industry focus on scientific and technological challenges, ignoring the entrepreneurial and managerial complexities faced bio-entrepreneurs. The Business Models for Life Science Firms aims to fill this gap by offering managers in this rapid growth industry the tools needed to design and implement an effective business model customized for the unique needs of research intensive organizations. Onetti and Zucchella begin by unpacking the often-used 'business model' term, examining key elements of business model conceptualization and offering a three tier approach with a clear separation between the business model and strategy: focus, exploring the different activities carried out by the organization; locus, evaluating where organizational activities are centered; and modus, testing the execution of the organization's activities. The business model thus defines the unique way in which a company delivers on its promise to its customers. The theory and applications adopt a global approach, offering business cases from a variety of biotech companies around the world.

Why is it that, while women in the United States have generally made great strides in establishing parity with their male counterparts in educational attainment, they remain substantially underrepresented in the fields of science, technology, engineering, and mathematics (STEM)? Why is it that, in proportion to the PhDs they obtain in STEM, they attain fewer administrative and managerial positions in academia and industry than their numbers warrant and, moreover, are more likely leave the field once started in their careers? In the culture and context of women's advancement and satisfaction with careers in STEM, the data show that many challenges and obstacles remain. By showcasing the stories of eight women scientists who have achieved successful careers in the academy, industry and government, Breaking In offers vivid insights into the challenges and barriers that women face in entering STEM while also describing these women's motivations, the choices they made along their paths, and the intellectual satisfactions and excitement of scientific discovery they derive from their work. Breaking In underscores issues aspiring women scientists will encounter on their journeys and what they can do to forestall potential obstacles, advocate for change, and fulfill their ambitions. And it speaks to the question: What can be done to encourage more women to specialize in science, mathematics, and engineering? In doctoral granting institutions, where women must start if they hope to earn advanced degrees, Breaking In can serve both as a student text and as guide for

department chairs and deans who are concerned about organizational climate and culture and their impact on retention in STEM fields. At a broader level, this book offers advice and inspiration to women contemplating entering STEM fields, as well to the teachers, researchers, and administrators responsible for nurturing these women, growing enrollments in their disciplines, and developing creative and intellectual capital that the nation needs to compete in the global marketplace.