

General Information

Course Bulletin Listing/Subject Area	Medieval & Renaissance Studies
Fiscal Unit/Academic Org	Center-Medieval & Ren Studies - D0505
College/Academic Group	Arts And Sciences
Level/Career	Undergraduate
Course Number/Catalog	2610
Course Title	Science and Technology in Medieval and Renaissance Culture
Transcript Abbreviation	Science Technology
Course Description	The history of science in the medieval and early modern world, including medicine, alchemy, optics, map-making, city-planning, and technology through images, texts, and material culture.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	No
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites
Exclusions

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	30.1301
Subsidy Level	General Studies Course
Intended Rank	Freshman, Sophomore, Junior

Quarters to Semesters

Quarters to Semesters New course

Give a rationale statement explaining the purpose of the new course

Sought concurrence from the following Fiscal Units or College

Requirement/Elective Designation

General Education course:

Culture and Ideas

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

Content Topic List

- Medieval
- Science
- Technology
- History
- Culture
- Literature
- Art
- Medicine
- Religion
- Europe
- Optics
- Cartography
- Exploration
- Magic
- Material Culture

Attachments

- 2610 Medieval Sci&Tech - Syllabus.docx
(Syllabus. Owner: Heller,Sarah-Grace)
- 2610 GEC and Assessment.docx
(GEC Course Assessment Plan. Owner: Heller,Sarah-Grace)

Comments

- new course, Cross-Cultural Concepts series (26xx) *(by Spitulski,Nicholas M on 06/16/2011 11:22 AM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Spitulski,Nicholas M	07/18/2011 03:35 PM	Submitted for Approval
Approved	Heller,Sarah-Grace	10/18/2011 12:22 PM	Unit Approval
Approved	Heysel,Garett Robert	10/30/2011 08:32 PM	College Approval
Pending Approval	Nolen,Dawn Jenkins,Mary Ellen Bigler Meyers,Catherine Anne Vankeerbergen,Bernadette Chantal Hanlin,Deborah Kay	10/30/2011 08:32 PM	ASCCAO Approval

MEDREN 2610

Science and Technology in Medieval and Renaissance Culture

Prof. Karl Whittington

Course Description :

This course explores the history of science in the medieval and early modern world, including medicine, alchemy, vision and optics, map-making, city-planning, and technology through images, texts, and material culture. Emphasis will be placed both on understanding the details of scientific theories and on seeing the ways in which this material is culturally constructed. Looking at the influence of medieval and renaissance culture on scientific thought will lead to investigations of religion and theology, monasticism, university culture, and the arts.

GEC: Cultures and Ideas

Course Objectives. Students will:

1. be introduced to some of the main currents of medieval and early modern culture in Western Europe through the study of science and technology.
2. examine the legacy of the classical tradition of science (Plato, Aristotle, Galen, Hippocrates, etc.) in the Middle Ages and Renaissance.
3. examine the way scientific ideas were explored in art and other visual material.
4. investigate the professional context for medieval and early modern science, learning about the training and practice of doctors, teachers, monks, map-makers, architects and engineers.
5. read primary texts in translation, with the goal of appreciating the style, content and sources of scientific texts.

Expected Learning Outcomes (ELOs) for students in Medieval and Renaissance Studies, for which this is an introductory level course:

1. demonstrate a broad, interdisciplinary appreciation of the history and culture of the Medieval and Renaissance world.
2. demonstrate skill at critical thinking through the study of diverse disciplines
3. demonstrate skill at utilization of primary and secondary sources.
4. demonstrate the capacity to express themselves and to exercise sharpened communication skills in exams, papers, and discussions.

GRADING:

Midterm 1:	20%
Midterm 2:	20%
Final:	30%
Primary Source Analysis (1)	10%
Critical Response Essay (1)	10%
Attendance and Participation	10%

Students with disabilities are urged to bring them confidentially to the attention of the instructor. If they have not already done so, they should contact the Office for Disability Services, 614-292-3307, which coordinates reasonable accommodations for students with documented disabilities.

COURSE SCHEDULE

WEEK ONE: INTRODUCTION AND THE CLASSICAL WORLD

- Course Introduction
- Science in Ancient Greece and Rome

WEEK TWO: RECORDING AND TRANSMITTING KNOWLEDGE

- Reading, Writing and Manuscripts
- Transmission of Scientific Texts from the Islamic World
 - Reading: David Lindberg, “The Recovery and Assimilation of Greek and Islamic Science,” in *The Beginnings of Western Science*, pp. 225-253

WEEK THREE: MEDICINE IN THE CLASSICAL TRADITION

- Medical Theory
 - Reading: David Lindberg, “Greek and Roman Medicine,” in *The Beginnings of Western Science*, pp. 111-131
- Theories of Gender Difference
 - Reading: Vern Bullough, “Medieval Medical and Scientific Attitudes toward Women,” *Viator* 4 (1972), pp. 485-501
 - Primary Source: *Aristotle and Galen on the Generation of the Embryo*

WEEK FOUR: MEDIEVAL ANATOMICAL SCIENCE

- Medieval Anatomy: Theory and Illustration
 - Reading: Karl Whittington, “The Cruciform Womb: Process, Symbol and Salvation in MS. Ashmole 399,” in *Different Visions* 1 (2008), pp. 1-24
- Medieval Anatomy: Dissection
 - Reading: Katherine Park, “Chapter 1: Holy Anatomies” in *Secrets of Women: Gender, Generation and the Origins of Human Dissection*, pp. 39-76
 - Primary Source: Mondino de Luzzi on Dissection (early 14th cent.)

WEEK FIVE: ANATOMY AND THE BODY IN THE RENAISSANCE

- Renaissance Anatomy: Vesalius and Leonardo
 - Primary Source: Selections from Vesalius, *De Humani Corporis Fabrica* (1543)
- Anatomy, Public Dissection and Punishment
 - Reading: Florike Egmond, "Execution, Dissection, Pain and Infamy" in *Bodily Extremities*, pp. 92-127

WEEK SIX: ANATOMY AND ART

- Anatomy and Art: Rembrandt's *Anatomy of Dr. Tulp* and Titian's *Flaying of Marsyas*
 - Reading: excerpts from William Schupbach, *The Paradox of the Anatomy Lesson*

-MIDTERM

WEEK SEVEN - ASTRONOMY AND ASTROLOGY

- Medieval and Renaissance University Culture
 - Reading: Edward Grant, "The Medieval University" in *The Foundations of Modern Science in the Middle Ages*, pp. 33-53
- Medieval Astronomy and Astrology
 - Reading: O. Pedersen, "Astronomy," in *Science in the Middle Ages*, pp. 303-331

WEEK EIGHT: MAPS AND CARTOGRAPHY

- Medieval Maps
- Renaissance Maps and Exploration
 - Reading: Mark Monmonier, *Rhumb Lines and Map Wars: A Social History of the Mercator Projection*, pp. 1-30

WEEK NINE: VISION AND OPTICS

- Medieval Theories of Vision
 - Reading: Katherine Tachau, "Seeing as Action and Passion in the Thirteenth and Fourteenth Centuries," in *The Mind's Eye: Art and Theological Argument in the Medieval West*, pp. 336-359

-The Science of Linear Perspective

-Reading: Erwin Panofsky, *Perspective as Symbolic Form*, pp. 27-36

WEEK TEN: ENGINEERING, SURVEYING, URBANISM

-Surveying, Architecture and Urban Planning

-Reading: excerpts from Marvin Trachtenberg, *Dominion of the Eye: Urbanism, Art and Power in Early Modern Florence*

-MIDTERM 2

WEEK ELEVEN: NATURAL SCIENCES

-Chemistry and Alchemy

-Reading: David Lindberg, “The Physics of the Sublunar Region” in *The Beginnings of Western Science*, pp. 286-295

- Medieval Natural History: Botany and Zoology

-Primary source: Excerpts from the medieval *Bestiary (Book of Beasts)*

WEEK TWELVE: EMPIRICISM AND INVENTION IN THE RENAISSANCE

-The Printing Press

-Reading: E. Eisenstein, *The Printing Press as an Agent of Change*, pp. 1-42

-Leonardo da Vinci – Empiricism, Invention and Experimentation

-Primary Source: Excerpts from Leonardo’s Notebooks (examine online)

WEEK THIRTEEN: SCIENCE AND THE CHURCH

-Copernicus and Galileo

-Primary Source: Excerpts from the Trial and Sentencing of Galileo (1633)

-Towards the Enlightenment

-Reading: Edward Grant, “How the foundations of early modern science were laid in the Middle Ages,” in *The Foundations of Modern Science in the Middle Ages*, pp. 168-206

Medieval/Renaissance Studies 2610
Science and Technology in Medieval and Renaissance Culture

Rationale for GE Cultures and Ideas Category and Assessment Plan for the Course

Course Description

MedRen 2610 is a new course proposed for the semester system. It is intended to fulfill the GE Arts and Humanities: Cultures and Ideas category. The course is intended for major credit as well as GE credit. It is likely to be of considerable interest to students majoring in History, Comparative Studies, Sociology, Anthropology, History of Art, and English, but hopefully also to students in "hard science" departments, who want to learn about both the specific theories and cultural roles of science in the pre-modern world.

The course represents a contribution to the university's strategic plan "discovery themes" on Health and Wellness and Energy and Transportation, offering students insights from antiquity and pre-modern periods on which to build future research and innovation.

The course examines a number of scientific discourses from Late Antiquity to the eve of the Enlightenment. Students will first investigate the classical foundations of scientific inquiry in Greece and Rome, and the ways in which these ideas were transmitted, recorded and taught through medieval and early modern manuscripts, translation, universities, and monasteries. The course will then move into case studies of a wide range of scientific disciplines, including medicine and anatomy, chemistry and alchemy, natural history, cartography, engineering and urban planning, astronomy and astrology, and optics. In each case we will see the ways in which classical learning, medieval theory and experimentation, and religious/cultural trends merged to inform scientific inquiry.

Medieval/Renaissance Studies 2610 addresses topics similar to several other courses in the OSU curriculum, including History 2701 (History of Technology), History 3711 (Science and Society in Early Modern Europe), and Comparative Studies 2340 (Introduction to Cultures of Science and Technology). But none of these courses focuses primarily on the Middle Ages in Western Europe, a period usually understood as scientifically retrograde, but that can provide key insights into both the continuity of the classical tradition in Christian society and the way science was culturally and theologically constructed.

Students will read primary and secondary texts that both explicate the details of scientific theory and inquiry (medical treatises, engineering manuals, botanical descriptions, etc.) and reveal the broader implications of scientific thought for such issues as the construction of gender, religious beliefs, attitudes toward the classical world, the intersection of science and the law, and conceptions of the world and cosmos. Through two writing assignments students will work on their ability to critically analyze these sources; one paper will be an analysis of a primary source, and the other will be a critical evaluation of a secondary argument. Essay exams will encourage students to synthesize their observation of trends across the various case studies.

Medieval Renaissance Studies 2612 meets the goals and learning objectives of the GE Arts and Humanities: Cultures and Ideas category in the following ways:

General Goals of the GE Arts and Humanities requirements:

-Aesthetic and historical response and judgment: *Students will consider the historical development of fundamental scientific and philosophical concepts such as the body, matter, and the cosmos.*

-Interpretation and evaluation: *Students will evaluate the ways in which cultural and religious factors influenced the theory and practice of various sciences.*

-Critical listening, reading, seeing, thinking and writing: *Students will read and evaluate primary and secondary sources relating to pre-modern science and technology.*

-Experiencing the arts and reflecting on that experience: *Students will examine the intersection between science and the visual and literary arts in pre-modern Europe.*

General learning objectives of the GE Arts and Humanities requirements:

-Students develop abilities to be informed observers of, or active participants in, the visual, spatial, performing, spoken, or literary arts. *Students will analyze a range of literary and visual sources relating to scientific theory and practice.*

-Students develop an understanding of the foundations of human beliefs, the nature of reality, and the norms that guide human behavior. *Students will consider the place of medieval and renaissance science and philosophy in the construction of broad historical concepts and trends in science, including broad questions about what constitutes the human.*

-Students examine and interpret how the human condition and human values are explored through works of art and humanistic writings. *Through studying the cultural conditions of scientific inquiry, students will analyze the impact of science on historical conceptions of morality and values.*

Expected Learning Outcomes for Cultures and Ideas:

-Students develop abilities to analyze, appreciate, and interpret major forms of human thought and expression. *Students will analyze primary sources related to scientific theory and practice in pre-modern Europe.*

Comment [SH1]: Esthetic—can you add something about your art history focus—e.g. that understanding historical reception of anatomical and medical studies shed light on artistic representations of the human body?

-Students develop abilities to understand how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior. *Students consider questions both of the origins of scientific beliefs and their influence on other forms of cultural production and human action.*

Assessment plan for the course.

Assessment is embedded in the grading criteria for the assignments; that is, assignments will be evaluated based on the goals and objects of the course. Specifically, the instructor will evaluate whether students' written work and exams indicate that they have learned to

- show clear evidence of critical thinking and judgment in their writing
- critically approach both primary and secondary sources
- gain a clear sense of the broad changes in scientific discourses and questions over a long span of time
- appreciate the ways in which the theory and practice of science and technology were influenced by a number of cultural factors
- appreciate the role of the history of science as a contemporary humanistic discipline

The instructor will assess the degree to which the main objectives of the course, as stated above, have been achieved in the course assignments. In particular, the instructor will focus his/her assessment on whether students gained an ability to think critically about the changing role of science in medieval and early-modern culture. The department office will maintain the instructor's assessment and other comments in the course file for future review.

At the end of the quarter, students will fill out both online SEIs and narrative evaluations. The narrative evaluations will give the instructor further insight into the students' perceptions of the effectiveness of the course, including assignments, structure, material covered, and instruction. Based on both the instructor's assessment and the students' responses, appropriate changes will be made to the syllabus in future iterations of the course.