

## Term Information

Effective Term Autumn 2021  
*Previous Value* Spring 2014

## Course Change Information

### What change is being proposed? (If more than one, what changes are being proposed?)

We would like to be able to offer this course in DL mode beginning with the Autumn 2021 term, in addition to the originally-approved in-person mode.

### What is the rationale for the proposed change(s)?

The instructor proposes to enhance the pedagogical efficacy of the course and also open up its availability to a wider audience by offering it 100% online.

The online offering will be synchronous, and the syllabus makes very clear that synchronous attendance is required, live participation in discussions is required, and asynchronous participation in Carmen discussion boards is required. The communal, collaborative learning experience will be reinforced by a group project that can be carried out online; engagement with the course content is reinforced by several short written assignments.

Online course offerings will continue to be crucial to some students in AU 21 as the pandemic wanes; at the same time, online courses also invite increased enrollments from students who are juggling work and family obligations, who are enrolled at the regional campuses, and who have mobility issues that make attending in-person classes on the Columbus campus a formidable challenge.

### What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

I do not know of any larger effects that this change will have on the CMRS curriculum.

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

## 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, 12 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes

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<b>Is any section of the course offered</b>	100% at a distance Less than 50% at a distance
<b>Previous Value</b>	No
<b>Grading Basis</b>	Letter Grade
<b>Repeatable</b>	No
<b>Course Components</b>	Lecture
<b>Grade Roster Component</b>	Lecture
<b>Credit Available by Exam</b>	No
<b>Admission Condition Course</b>	No
<b>Off Campus</b>	Never
<b>Campus of Offering</b>	Columbus

## Prerequisites and Exclusions

<b>Prerequisites/Corequisites</b>	
<b>Exclusions</b>	
<b>Electronically Enforced</b>	No

## Cross-Listings

Cross-Listings

## Subject/CIP Code

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

## 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

<b>Course goals or learning objectives/outcomes</b>	<ul style="list-style-type: none"><li>• Students will analyze primary sources related to scientific theory and practice in pre-modern Europe. They will also interpret these concepts culturally, through studying the engagement with scientific concepts in pre-modern art and literature.</li><li>• Students will consider questions both of the origins of scientific beliefs and their influence on other forms of cultural production and human action.</li><li>• Students will become more aware of the ways that conceptions of scientific “truth” construct many of the cultural codes that govern societies, both premodern and contemporary.</li></ul>
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**Content Topic List**

- Medieval
  - Science
  - Technology
  - History
  - Culture
  - Literature
  - Art
  - Medicine
  - Religion
  - Europe
  - Optics
  - Cartography
  - Exploration
  - Magic
  - Material Culture
- No

**Sought Concurrence**

**Attachments**

- MEDREN 2610 syllabus Fall 2017.pdf: instructor syllabus for in-person version  
*(Syllabus. Owner: Lockett,Leslie Claire)*
- Checklist MEDREN 2610.docx: Ian Anderson-approved checklist  
*(Other Supporting Documentation. Owner: Lockett,Leslie Claire)*
- Neville syllabus CMRS 2610 (Fall 2021).docx: Syllabus for online version of course  
*(Syllabus. Owner: Lockett,Leslie Claire)*

**Comments**

- Please see instructions here <https://ascas.osu.edu/curriculum/distance-learning-courses>  
The completed Tech review sheet should be uploaded as well as the equivalent in-person syllabus. Thanks *(by Vankeerbergen,Bernadette Chantal on 02/27/2021 01:22 PM)*

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Spitulski,Nicholas M	02/26/2021 03:51 PM	Submitted for Approval
Approved	Lockett,Leslie Claire	02/26/2021 03:52 PM	Unit Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	02/27/2021 01:23 PM	College Approval
Submitted	Lockett,Leslie Claire	03/02/2021 11:44 AM	Submitted for Approval
Approved	Lockett,Leslie Claire	03/02/2021 11:45 AM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	03/07/2021 11:40 AM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Oldroyd,Shelby Quinn Hilty,Michael Vankeerbergen,Bernadette Chantal	03/07/2021 11:40 AM	ASCCAO Approval

# Science and Technology in Medieval and Renaissance Culture

MEDREN 2610 Fall 2021

T/Th 11:10am-12:30pm (Zoom)

Prof. Sarah Neville



Image credits, left: Sciopod, Cyclops, Two-headed Pygmy, Blemmyai, Cynocephalus. From Sebastian Munster, *Cosmographia* (Basel: Sebastian Heinrich-Petri, 1552). Image credits, right: an astronomer uses an armillary sphere to map the heavens. Detail of a woodcut initial from Robert Record, *The Castle of Knowledge* (London: Reginald Wolfe, 1556).

## Instructor

Prof. Sarah Neville

[neville.67@osu.edu](mailto:neville.67@osu.edu)

Zoom office hours 1:30-3pm on T/Th or by appointment

## Course description

This distance learning course will use studies of objects alongside close reading of primary texts to explore the history of science and technology in antiquity and the pre-modern world. In our considerations of topics like medicine, anatomy, alchemy, cartography, navigation, natural history, mechanics, war craft, astronomy and navigation, we'll investigate how cultural, social, and religious factors influenced the theory and practice of science. Each week, students will read translations of historical texts and scholarly resources that help reveal how the science and technology we now take for granted began with studies and discoveries long ago. Evaluation will be generated by short writing assignments, a group project, discussion boards and a final exam.

## Course learning outcomes

By the end of this course, students should successfully be able to:

- Identify major developments in scientific and technological inquiry;

- Navigate between primary and secondary sources;
- Collaborate to produce informative instructional materials for peers;
- Explain how society influences and limits constructions of knowledge;
- Demonstrate critical writing, interpretation, and reflection skills.

**This course fulfills GE: Cultures and Ideas.**

Goals:

Students evaluate significant cultural phenomena and ideas in order to develop capacities for aesthetic and historical response and judgment; and interpretation and evaluation.

Expected Learning Outcomes:

1. Students analyze and interpret major forms of human thought, culture, and expression.
2. Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.

## How This Course Works

**Mode of delivery:** This course is 100% online. Our activities will consist of: 1) synchronous Zoom meetings at the assigned course time that will be recorded; 2) a coordinated group project that will require collaboration and may require synchronous remote meetings in small groups at times TBD; 3) asynchronous discussion board postings; 4) writing assignments; 5) a take home final exam; 6) Zoom office hours.

**Pace of online activities:** This course is divided into **weekly modules (see schedule below)**, though all course materials supplied by the instructor will be available on Carmen from week 1. Students are expected to keep pace with the readings and assignments, though they may also read ahead in the syllabus. Assignments are due on the assigned date, though students may receive extensions for the submission of individual written assignments if they ask in advance. Assignment due dates for group assignments cannot be extended.

**Credit hours and work expectations:** This is a **3-credit-hour course**. According to [Ohio State policy](#), students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average.

**Attendance and participation requirements:** Because this is an online course, your attendance is based on your online activity and participation. The following is a summary of everyone's expected participation:

- **Participating in online activities for attendance: AT LEAST ONCE PER WEEK**  
You are expected to log in to the course in Carmen every week. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*.

- **Live classroom sessions: REQUIRED**

The course will take place live during the scheduled class time, when students are required to be present in a Zoom class session. Students are encouraged but not required to have their videos turned on. All of our live Zoom classes will be recorded and posted to enable students to return to the discussion at a later date. Some classes are scheduled times for groups to meet to work together on their group project.

- **Participating in discussion forums: 1+ TIMES PER WEEK**

The discussion forums for this class are a mechanism for students both to record their progress through readings (which will assist in the final exam's reflection assignment) and to supplement their participation during our live classroom discussions. Each week you should expect to post at least once in your personal thread as part of our substantive class discussion on the week's topics and expect to receive responses from the professor at least once per week. Students may (but are not required) to read and respond to other students' discussion posts.

## Course materials

### Required

- Andrew Ede and Lesley B. Cormack, *A History of Science in Society: From the Ancient Greeks to the Scientific Revolution*. Vol. I. 3<sup>rd</sup> Edition. University of Toronto Press, 2017.
- Andrew Ede and Lesley B. Cormack, *A History of Science in Society: A Reader*. University of Toronto Press, 2011.

Note: I have ordered for the OSU bookstore a limited (and cheaper) version of the above specifically for our class with ISBN 9781442601253 that corresponds to chapters 1-5 of the Ede and Cormack 2011 *Reader*. You will need either our special reader or the extended version of the book for this class – but if you want to rent/buy used, you'll have to use the full version.

## Course technology

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7.

- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)
- **Email:** [8help@osu.edu](mailto:8help@osu.edu)
- **TDD:** 614-688-8743

### Baseline technical skills necessary for online courses

- Basic computer and web-browsing skills
- Navigating Carmen

### Technology skills necessary for this specific course

- Using Adobe Acrobat to read/annotate .pdfs

- Using Notability (on Mac) to read/annotate .pdfs
- Using (or willingness to learn) Microsoft Teams to connect with group members (groups will decide their own preferred workflow method in consultation with professor)
- Using Zoom for synchronous class meetings (on Carmen) and for f2f interaction with professor and classmates;
- Recording, editing, and uploading video skills are helpful but not required.

### Necessary equipment

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed
- Microphone: built-in laptop or tablet mic or external microphone
- Earphones: very helpful for class sessions but not required.

### Necessary software

- [Microsoft Office 365 ProPlus](#) All Ohio State students are now eligible for free Microsoft Office 365 ProPlus through Microsoft’s Student Advantage program. Each student can install Office on five PCs or Macs, five tablets (Windows, iPad® and Android™) and five phones.
  - Students are able to access Word, Excel, PowerPoint, Outlook and other programs, depending on platform. Users will also receive 1 TB of OneDrive for Business storage.
  - Office 365 is installed within your BuckeyeMail account. Full instructions for downloading and installation can be found <https://ocio.osu.edu/kb04733>.

## Required Assignments (see detailed descriptions below)

Assignment	% of final grade
Mini-papers (5 x 10%)	50%
EEBO Group project, due week 15	20%
Take home final exam	20%
Discussion posts/in-class discussion	10%
Total	100%

## Assignment information

### Mini-Papers (50% of final grade)

**Length:** 500-750 words

**Due date:** see below

**Revisions due:** within 2 weeks of essays returned

## Topics

1. The Origins of Natural Philosophy (due week 2.2)
2. The Roman Era and the Rise of Islam (due week 5.1)
3. The Revival of Natural Philosophy in Western Europe (due week 7.1)
4. Science in the Renaissance: The Courtly Philosophers (due week 11.1)
5. Scientific Revolution: Contested Territory (due week 13.1)

To get you considering the development of early scientific ideas and concepts, half of your final grade in this class is derived from 5 short writing assignments based on the primary readings. Each paper is worth 10% of your final grade. Papers are due by 11:59pm on the due date. In order to be accepted for credit papers must be accompanied by a cover sheet outlining the following information:

- Your name;
- Assignment title (the title of your work, not the generic title of the assignment);
- Date assignment was **handed in** (not the date it was due);
- Estimated number of hours you spent working on the assignment;
- Citation method used for your Works Cited list (MLA, Chicago, etc.);
- A statement asserting that you have read and understand the grading rubric used for the assignment that is in the Rubrics tab on Carmen;
- A brief comment of self-evaluation: did you plan ahead to give yourself sufficient time to produce this assignment? Did any problems arise that may have been reasonably foreseen?
- Other working details you think it might be useful for your professor to know (consultations with the Writing Center, the library's reference desk, the professor via office hours or email, etc.)

Students are asked to consider one or more of the readings corresponding to the units and compose a critical response generated out of one of the following questions. "Critical response" should be understood to mean "makes a debatable point worth debating (i.e., a thesis) about the text, and supports that point by quoting from the text in question." The best short papers begin with their thesis statement as an assertion in the first sentence. Spelling, grammar, and rhetorical choices matter: please consult the grading rubric and see me if you have any questions.

Students may choose their own paper topics, but here is a list of possible response questions that can help you formulate an appropriate thesis:

- How does the author of the text position themselves relative to the others who have attempted to solve this particular problem? Are they dismissive? Deferential? Generous? Authoritative?
- How does this author suggest that knowledge is created? Through experience? Through inspiration? Through philosophy?
- What hints does the author give to their worldview or to the world that they live in? How does society intersect with the scientific or technological thinking on display here?



- Does this text share similarities with another text that we have studied earlier in the course? What changes have developed in the intervening centuries that alter the topic under discussion?
- Does this text change your views on a particular form of modern-day science or on your own discipline? Do you see connections in outlook between the questions of the past and the present? (Hint: if you want to answer “no”, don’t write using this prompt.)

### **Discussion Posts & In-Class participation (10% of final grade), due throughout**

Because this course is designed to lead students through advanced scholarly material as well as enable them to work together to produce a substantial group project, students are required to keep tabs on their individual progression through the course using the Discussion Board feature in Carmen. Each student will start their own Discussion Post in week 1, label it with their name and pronouns (e.g. “Sarah Neville (she/hers)”) and contribute to this same thread for the entire term.

**Students must add new material to their individual threads at least once each week** – a minimum of 100 words per post is required. Posts may do any of the following:

- Anticipate in-class discussion of an issue or detail
- Respond to an in-class discussion of an issue or detail
- Connect an idea about something historical to something modern
- Explain how they communicated something they learned in class to someone else
- Explain how something in the reading seemed particularly novel or interesting
- Explain how something in the reading seemed implausible
- Reflect upon an assignment
- Jot notes for an upcoming assignment
- List questions they’d like to ask an author or scholar
- Share a relevant meme, image, or article from popular media

Student discussion posts are readable by the other members of the class so that students may continue conversations and/or respond to others’ ideas; however, students are not *required* to comment directly on each other’s boards. I will respond to students’ individual discussion posts every so often. These discussion posts are designed to be useful to help spark ideas/memories when students write their final reflections on the course and group project that are due as part of the final exam.

### **EEBO Group project (20% of final grade)**

**Length:** 12-15 minutes

**Due date:** Week 15

This exercise is designed to familiarize you with i) the material conditions of textual transmission leading up to the development of modern science and ii) the broader historical context in which

scientific ideas spread rapidly in the early modern period. In the second week of class, students will ballot for a group presentation on one of eight subjects. Using *Early English Books Online*, the groups will identify a series of books printed in the sixteenth and seventeenth centuries that explore that subject, choosing 2-3 titles to focus on that are crucial to understanding how early modern approaches to the topic are distinct from modern approaches. Possible topics may include: midwifery, metallurgy, botany, zoology, surgery, geometry, architecture, cartography, meteorology, astrology, epidemiology, or others (we'll narrow options down in class).

Presentations should begin with an overview of the subject in print that explains to the audience the market for English printed books about the topic, and then focus on 2 or 3 texts in greater detail. Successful presentations will articulate a clear argument or thesis about the texts that places them in their own historical context and use quotations from the texts under examination. Advanced presentations will find connections between the texts under discussion and the larger topics explored in the course. **In order to receive credit for the work of their group, all students are required to be present and to speak during the presentation.** Presentations should be 12-15 minutes long and be accompanied by a PowerPoint and a printable handout that classmates can download “for keeps” that gives an overview of the presentation.

Because of time constraints, I WILL cut off presentations at the 15 minute mark. Half of the grade will be determined by peer assessment, including both in-group and audience evaluation. See the documents under the “Rubrics” tab in Canvas for more information about assessment.

### Take Home Final Exam (20% of final grade)

We will work together in class to create several options for our comprehensive take home final exam, which will be short essay based. One of the questions will be a mandatory reflection that allows students to draw from their discussion board posts they have written throughout the term.

## Late assignments

Assignments should be submitted via Carmen assignment module the day that they are due, and are always due at 11:59pm. In the event that a student is unable to submit an assignment on time, students should notify me by email as soon as possible. Essays that have been submitted on time and that have been returned may be revised for an improved grade provided that the student has met with me via Zoom to discuss my comments and chart a path forward.

### Grading Scale (assignments and projects)

A+	98%	B+	88%	C+	78%	D+	68%
A	94.5%	B	84.5%	C	74.5%	D	64.5%
A-	91%	B-	81%	C-	71%	D-	61%
A-/B+	89.5%	B-/C+	79.5%	C-/D+	69.5%	D-/E+	59.5%

### Grading Scale (final grade in the course)

A	92.5% and above	A-	89.5%-92.49%	B+	86.5-89.49%
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B	82.5-86.49%	C	72.5-76.49%	D	62.5-66.49%
B-	79.5-82.49%	C-	69.5-72.49%	D-	59.5-62.49%
C+	76.5-79.49%	D+	66.5-69.49%	E	59.49% and below

## Faculty feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-HELP** at any time if you have a technical problem.)

### Grading and assignment feedback

For written assignments, you can generally expect detailed feedback within 7-10 days. For group project related work, you can expect feedback within 48 hours on a weekday.

### E-mail

Please send me emails rather than Carmen messages (I am faster answering emails). I generally reply to e-mails within **24 hours M-F. I am usually unavailable by email on weekends.**

### Discussion board

I will check and reply to messages in the discussion boards every **24 hours on school days.**

# Attendance, participation, and discussions

## Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful in conversing with others in both real time and asynchronously. See also the “Social Justice and the Title IX Amendment” section below.

- **Writing style:** Your discussion board posts are designed to be your own diary of your progress through the course, so you are free to add emojis, images, links, etc., as you see fit. Remember, however, that they are readable by the other members of the class, who may wish to respond or use your ideas as a springboard for your own. Out of respect for your potential audience, try to use proper grammar, spelling, and full sentence form.
- **Tone and civility:** Please create a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn’t always come across online, and inside jokes can be exclusionary if everyone isn’t sure what they mean.
- **Citing your sources:** Please use quotations when relevant and make sure to cite your sources to back up what you say. (For the textbook or other course materials, list at least the author and page numbers. For online sources, include a link.)
- **Backing up your work:** Carmen eats things sometimes! Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion. This extra step is annoying, but it can save you a lot of frustration.

# Other course policies

## Student academic services

Student academic services offered on the OSU main campus  
<http://advising.osu.edu/welcome.shtml>.

## Office Hours and Student support services

Student support services offered on the OSU main campus <http://ssc.osu.edu>.

Prof Neville's Zoom office hours are Tuesdays and Thursday, 1:30-3pm. You may also request to schedule office hours with her by appointment outside of these times on Tuesdays and Thursdays.

### What are "Office Hours"?

My office hours are regularly scheduled periods where I am available to individual students for activities that are best conducted in real time. These may include: review of expectations of past or upcoming assignments, discussions about grades, plans after graduation including law, medical, or graduate school, or any academic or personal issue you are having that affects your success as a student at Ohio State. **I don't always know how to solve a problem right away, but I have access to many academic and personal resources that students are not aware of, and I'm happy to take the time to help you get the assistance you need.** If you are unable to meet me during my scheduled office hours, please just me an email to arrange another time to meet.

## General course policies

### Writing and Email Etiquette

OSU students are expected to check their BuckeyeMail account EVERY DAY or to forward their BuckeyeMail to the email account that they check regularly. This is how professors and the university get in touch with you.

I prefer to interact with you by email rather than by Carmen message, because my email is easier for me to organize, record, and sort. Professors get dozens and dozens of job-related emails every single day; in order to make certain that your email isn't directed into my spam folder (and to ensure I can respond to you quickly), please write 'MEDREN 2610' in the subject line of your email, followed by an indication of what your email is about (e.g. 'MEDREN 2610: short writing 1'). Please use common courtesy and proper grammar in your form of address (I prefer to be addressed as "Prof Neville" or "Dr. Neville"/ "Dr N") – I reserve the right to ignore emails that treat me disrespectfully or which are inappropriate in the college/employer environment. If your question has an answer that requires me to write more than three sentences in response, that is a question that is better suited to office hours.

### Reading

Students are expected to do active readings of both the text and its accompanying material in **advance** of the class periods so that they can fully participate in classroom discussion. 'Active reading' means

taking notes as you read, either in the margins or in post-it notes you keep in your textbook. When reading for class it's a good idea to write a sentence or two of summary after every section or 2<sup>nd</sup> page, so that you can keep track of the important points as you read and to summarize what an author is arguing. If you don't understand something, it is sometimes helpful to change the format in which you are reading it – sometimes if you are reading online you may find that printing out a copy of a .pdf makes you more likely to understand what you are reading. Regardless, make a note of your confusion so that you can bring up your question in our next class or raise them in a discussion board post. Bring your annotated copies of texts we are discussing to class – you will need to refer to them.

## Assignments

Because I spend a great deal of time in front of computer, I often find it difficult to grade papers online, and I regularly print student work so that I can read it in hard copy. **Students should prepare their work in anticipation that it may be printed.** Therefore, all assignments should:

- Be word-processed;
- Be double-spaced in a 12-point font (please use the same font throughout – on page numbers, footnotes, etc.);
- Contain a properly formatted Works Cited page;
- Include, as page one, the detailed cover sheet (explained below);
- Have numbered pages; and (if handed in hard copy)
- Be stapled.

## Cover Sheets

In order to be accepted for evaluation, a cover sheet listing the following must accompany all your written assignments (this should be page 1 of your document):

- Your name;
- Assignment title (the title of your work, not the generic title of the assignment);
- Date assignment was **handed in** (not the date it was due);
- Estimated number of hours you spent working on the assignment;
- Citation method used for your Works Cited list (MLA, Chicago, etc.);
- A statement asserting that you have read and understand the grading rubric used for the assignment that is in the Rubrics tab on Carmen;
- A brief comment of self-evaluation: did you plan ahead to give yourself sufficient time to produce this assignment? Did any problems arise that may have been reasonably foreseen?
- Other working details you think it might be useful for your professor to know (consultations with the Writing Center, the library's reference desk, the professor via office hours or email, etc.)

## Ohio State's academic integrity policy

Because it enables people to take credit for work they did not do themselves, plagiarism undermines not only the worth of a university degree, but the very foundation of the liberal arts tradition, which values students' scholarly engagement and the individual development of rational thought. As a result, university administrators and professors take plagiarism very seriously, and the academic

penalties are high: a failure on the assignment or in the class, a note on your transcript (which can hinder your chances of getting into grad, law, or medical school), academic probation, or even expulsion.

Plagiarism is often the result of poor time management – if you’ve left starting to write your paper until the night before it is due, the temptation to cut and paste your way to a finished essay can be overwhelming; it might take you three or four days to write the essay properly, and you’ve got other classes to study for. Sometimes it can seem like a good idea to cheat rather than take the late penalty. But such risks rarely pay off: besides being immoral, dishonest, and a violation of academic honour codes, this kind of cheating is easy for professors to spot. And the academic penalties if you are caught plagiarizing are very high.

Plagiarism is about gaining credit for another person’s *work*, not just another person’s *words* – you can still be guilty of plagiarism without copying someone else’s words *verbatim*. Because any reader of your work will assume that an idea is yours unless you tell them otherwise, if you are endorsing or responding to someone else’s ideas, you must cite your source even if you are reformulating the idea into your own words. Note that you can also be guilty of academic misconduct by submitting the same work for university credit twice - if in doubt, please send me an email and ask!

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term ‘academic misconduct’ includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

## Copyright disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

## Social Justice and the Title IX Amendment

Students have the right to expect their campus to provide a positive and respectful learning environment free from discrimination and harassment both inside and outside the classroom. I expect students in our shared spaces to demonstrate curiosity, consideration, and tolerance for the social, economic, political, cultural, physical, or experiential differences they discover amongst their classmates. I don’t expect students to always agree with each other, but I require that students listen thoughtfully to each other’s points of view. Please let me know if you have questions or concerns about this matter.

Further, the Ohio State University is committed to creating a learning environment that is free from bias. Bias incidents are acts or behaviors motivated by the offender’s bias against age, ancestry, color, disability, gender identity or expression, genetic information, HIV/AIDS status, military

status, national origin, race, religion, sex, sexual orientation, or veteran status. While these acts do not necessarily rise to the level of a crime, a violation of state law, university policy, or the *Student Code of Conduct*, a bias act may contribute to creating an unsafe, negative, or unwelcome environment – whether physical or digital – for the victim; anyone who shares the same social identity as the victim; and/or, community members of the University. To report a bias incident, go to <http://studentlife.osu.edu/bias/report-a-bias-incident.aspx>.

The Title IX Amendment to the Higher Education Act makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been sexually harassed or assaulted, you are entitled to assistance under Title IX. **I am a MANDATORY REPORTER.** This means that if I am informed of any event of sexual harassment or misconduct affecting an OSU student, I am required to inform the Title IX coordinator who will likely contact the affected student to offer help.

Some resources you may find helpful: The Sexual Assault Response Network of Central Ohio (SARNCO) is the sexual violence intervention and prevention program serving Franklin County. Their **24-Hour Rape Helpline number:** (614) 267.7020. The OSU Title IX coordinator is **Mollie Peirano. She can be reached at** (614) 247-5838 | [titleix@osu.edu](mailto:titleix@osu.edu). More information about OSU and Title IX is available here: <http://titleix.osu.edu/>

## Accessibility accommodations for students with disabilities

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions, related to COVID-19 or otherwise), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. (COVID-Related accommodation requests can be filled out on the [SLDS COVID site](#).) After registration, please make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12th Avenue.

### Accessibility of course technology

This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- [Carmen \(Canvas\) accessibility](#)

- Streaming audio and video
- Synchronous course tools

## Resources for mental health and student support

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student’s ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life’s Counseling and Consultation Service (CCS) by visiting [ccs.osu.edu](https://ccs.osu.edu) or calling 614- 292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower.

Other phone numbers and links to free resources you might find helpful:

**Mid Ohio Food Bank:** <https://www.midohiofoodbank.org/>

**Buckeye Food Alliance Food Bank:** <https://www.buckeyefoodalliance.org>

**24 Hour National Suicide Prevention Hotline:** 614.221.5445/614.221.5445  
[suicidepreventionlifeline.org](https://suicidepreventionlifeline.org)

**Crisis Text Line:** Text “HOME” to 741-741 (free, 24/7, and confidential)

**Sexual Assault Response Network of Central Ohio (SARNCO) 24-Hour Rape Helpline number:** (614) 267-7020

## Health and safety requirements

All students, faculty and staff are required to comply with and stay up to date on all university safety and health guidance (<https://safeandhealthy.osu.edu>), which includes *following university mask policies* and maintaining a safe physical distance at all times. Non-compliance will be warned first and disciplinary actions will be taken for repeated offenses.

## Course schedule (subject to change)

### 1.1 Week 1 (Aug 24)

**Discussion Topic:** Syllabus and Introductions

**Activity:** What is science?

**Homework:** Write a 1-2 sentence definition of the way that you use the words “science” and “technology”. Then go to the OSU Library website. Click the “Research Databases List”, and search for “OED”. From the *Oxford English Dictionary* page, lookup “science” and “technology”



and make notes of when your working definitions entered the language. Are there other definitions of these words that you did not know? Bring these notes to class on Thursday.

## **1.2 Science before the Greeks (Aug 26)**

**Discussion Topic:** “Science” and “Technology” in context // Science before the Greeks

## **2.1 Origins of Natural Philosophy (Aug 31)**

**Discussion Topic:** The Greeks and the Question of Change

**Reading:** Ede and Cormack, chapter 1 (Canvas)

**Reading:** Zeno, “The Paradoxes of Motion” (Canvas)

## **2.2 Origins of Natural Philosophy (Sept 2)**

**Discussion Topic:** Ways of Knowing, Atomism

**Reading:** Diogenes Laertius, “Atoms and Empty Space” (Canvas)

**Reading:** Epicurus, “Letter to Herodotus” (Canvas)

**Reading:** Lucretius, “On the Nature of Things” (Canvas)

## **3.1 Aristotle (Sept 7)**

**Discussion Topic:** Aristotle, one of science’s first movers

**Reading:** Aristotle, “Change, Natures, and Causes” (Canvas)

**Reading:** Aristotle, “Scientific Inference and the Knowledge of Essential Natures” (Canvas)

**Assignment:** Mini-paper 1 due

## **3.2 Aristotle (Sept 9)**

**Discussion Topic:** Aristotle and natural history

**Reading:** Alexander’s Letter to Aristotle (Canvas)

**Reading:** Aristotle, “The Divisions of Nature and the Divisions of Knowledge” (Canvas)

## **4.1 Roman Era and the Rise of Islam (Sept 14)**

**Discussion Topic:** Natural History

**Reading:** Ede and Cormack, chapter 2

**Reading:** Pliny the Elder, *Natural History* (Reader)

## **4.2 Roman Era and the Rise of Islam (Sept 16)**

**Discussion Topic:** Means of knowing: Reason and Rhetoric

**Reading:** Ptolemy, *Almagest; Geography* (Reader)

**Reading:** Al-Ghazali, *Tabafut Al-Falasifah* [*Incoherence of the Philosophers*]

### **5.1 Roman Era and the Rise of Islam (Sept 21)**

Discussion Topic: Bodies

Reading: Galen, *On the Therapeutic Method* (Reader)

Reading: Maimonides, *The Guide for the Perplexed* (Reader)

Assignment: Mini-paper 2 due

### **5.2 Roman Era and the Rise of Islam (Sept 23)**

Discussion Topic: Islamic Science

Reading: Ibn Rushd, "Commentary on Aristotle" (Reader)

Reading: Ibn Sina, "On the formation of Minerals..."; "Canon" (Reader)

### **6.1 Revival of Natural Philosophy in W. Europe (Sept 28)**

Discussion Topic: Scholasticism

Reading: Ede and Cormack, chapter 3

### **6.2 Revival of Natural Philosophy in W. Europe (Sept 30)**

Discussion Topic: Medieval Physics and the Cosmos

Reading: Buridan, "Impetus Theory of Projectile Motion" (Reader)

Reading: Oresme, *Geometry of Qualities and Motions* (Reader)

### **7.1 Revival of Natural Philosophy in W. Europe (Oct 5)**

Discussion Topic: Early Modern Exploration and Cartography

Reading: TBD (Canvas)

Assignment: Mini-paper 3 due

### **7.2 Revival of Natural Philosophy in W. Europe (Oct 7)**

Discussion Topic: Bodies and the Doctrine of Signatures

Reading: Albertus Magnus, "On the Material, Hardness, and Fissility of Stones" (Reader)

Reading: William of Occam, *Summa Logicae; Questions on Aristotle* (Reader)

### **8.1 Group Project Day (Oct 12)**

### **8.2 Fall break (Oct 14)**

### **9.1 Friar Bacon and Friar Bungay (Oct 19)**

Reading: Robert Greene, *Friar Bacon and Friar Bungay*, scenes 1-8 (Canvas)

### **9.2 Friar Bacon and Friar Bungay (Oct 21)**

**Reading:** Robert Greene, *Friar Bacon and Friar Bungay*, scenes 9-16 (Canvas)

### **10.1 Science in the Renaissance (Oct 26)**

**Discussion Topic:** The new cosmology

**Reading:** Ede and Cormack, chapter 4

**Reading:** Nicolas Copernicus, *On the Revolutions* (Reader)

### **10.2 Science in the Renaissance (Oct 28)**

**Discussion Topic:** Cosmology, cont. // Medicine and the Body

**Reading:** Galileo Galilei, *Two New Sciences*; Letter to the Grand Duchess Christina” (Reader)

**Reading:** Andreas Vesalius, *The Epitome of De Fabrica Corporis Humanis* (Reader)

**Reading:** Simon Forman, selections (Canvas)

### **11.1 Science in the Renaissance (Nov 2)**

**Discussion Topic:** Exploration // Alchemy

**Reading:** Selections from Frobisher, Drake, Hariot (Canvas)

**Reading:** John Dee, selections (Canvas)

**Assignment:** Mini-paper 4 due

### **11.2 Science in the Renaissance (Nov 4)**

**Discussion Topic:** Movable type and the distribution of new ideas // EEBO

**Reading:** Eisenstein, “The Book of Nature Transformed” (Canvas)

### **12.1 Scientific Revolution: Contested Territory (Nov 9)**

**Discussion Topic:** New methods

**Reading:** Ede and Cormack, chapter 5

**Reading:** Margaret Cavendish, *Grounds of Natural Philosophy* (Reader)

### **12.2 Scientific Revolution: Contested Territory (Nov 11)**

**Discussion Topic:** Inductive and Deductive Reasoning

**Reading:** René Descartes, *Discourse on the Method* (Reader)

**Reading:** Isaac Newton, “Four Rules of Reasoning” (Canvas)

**Reading:** Isaac Newton, *The Principia Mathematica* (Reader)

### **13.1 Scientific Revolution: Contested Territory (Nov 16)**

**Discussion Topic:** Empiricism and Experiment

**Reading:** Francis Bacon, *The New Atlantis* (Reader)

**Reading:** William Harvey, *The Circulation of the Blood* (Reader)

**Assignment:** Mini-paper 5 due

**13.2 Scientific Revolution: Contested Territory (Nov 18)**

**Discussion Topic:** The Structure of Scientific Revolutions

**Reading:** Thomas S. Kuhn, selections (Canvas)

**14.1 Group project work day (Nov 23)**

**Activity:** TBD

**14.2 US Thanksgiving**

**15.1 Group project work day (Nov 30)**

**15.2 Class presentations (Dec 2)**

**16.1 Course wrap up and Final exam preparation (Dec 7)**

**Reading:** Lorraine Daston, TBD (Canvas)

# Science and Technology in Medieval and Renaissance Culture

## MEDREN 2610

**Term:** Fall 2017

**Times:** Tues./Thur. 9:35-10:55pm

**Classroom:** 140 W. 19<sup>th</sup> Ave, Rm 136

**Prof. Sarah Neville**

**Email:** [neville.67@osu.edu](mailto:neville.67@osu.edu)

**Office:** Denney 465

**Office hours:** T/Th. 11am-12pm; 2:10-3pm

(Office hours are *always* the best place to reach me; I check and respond to email intermittently between 8am-5pm, Monday-Friday)



Image credits, left: Sciopod, Cyclops, Two-headed Pygmy, Blemmyai, Cynocephalus. From Sebastian Munster, *Cosmographia* (Basel: Sebastian Heinrich-Petri, 1552). Image credits, right: an astronomer uses an armillary sphere to map the heavens. Detail of a woodcut initial from Robert Record, *The Castle of Knowledge* (London: Reginald Wolfe, 1556).

This course will use objects and close reading of primary texts to explore the history of science and technology in the medieval and early modern world. In our considerations of topics like medicine, alchemy, optics, automata, map-making, city-planning, war craft, and navigation, we'll investigate gunpowder, parachutes, forceps, clockwork, longbows, chess, spectacles, movable type, tulips, and other material things to anchor our attentions to the artifacts of the past. Each week, students will read both historical texts and scholarly resources, and evaluation will be generated by short writing assignments, a final group project, midterm and final exams, and in-class discussion and participation.

**This course fulfills GE: Cultures and Ideas.**

### Goals:

Students evaluate significant cultural phenomena and ideas in order to develop capacities for aesthetic and historical response and judgment; and interpretation and evaluation.

### Expected Learning Outcomes:

1. Students analyze and interpret major forms of human thought, culture, and expression.
2. Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.

### **TEXTBOOKS and required materials**

- Andrew Ede and Lesley B. Cormack, *A History of Science in Society: From the Ancient Greeks to the Scientific Revolution*. Vol. I. 3<sup>rd</sup> Edition. University of Toronto Press, 2017.
- Andrew Ede and Lesley B. Cormack, *A History of Science in Society: A Reader*. University of Toronto Press, 2011.  
Note: I have ordered for the OSU bookstore a limited (and cheaper) version of the above specifically for our class with ISBN 9781442601253 that corresponds to chapters 1-5 of the Ede and Cormack 2011 *Reader*. You will need either our special reader or the extended version of the book for this class – but if you want to rent/buy used, you'll have to use the full version.
- You will also need access to a printer (or \$ in your printing account) to print off the other required readings on Canvas. You **MUST** print these articles in hard copy and bring them to class with you. I recommend investing in a binder.

*You are required to bring your textbook and any required readings to every class.*

### **ASSIGNMENTS, summary**

- Midterm exam, **20%** (Tuesday, October 10, in-class)
- Cumulative final exam, **30%** (Friday December 8, 8–9:45am)
- Mini-papers (5), **20%**
- Group project, due week 15, **20%**
- Attendance and in-class participation **10%**

*All the writing assignments must be submitted and all the exams written in order to pass the course.*

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## **SCHEDULE (subject to change)**

### **1.1 August 22**

**Discussion Topic:** Syllabus and Introductions

**Activity:** What is science?

**Homework:** Write a 1-2 sentence definition of the way that you use the words “science” and “technology”. Then go to the OSU Library website. Click the “Research Databases List”, and search for “OED”. From the *Oxford English Dictionary* page, lookup “science” and “technology” and make notes of when your working definitions entered the language. Are there other definitions of these words that you did not know? Bring these notes to class on Thursday.

### **1.2 August 24 ~ Science before the Greeks**

**Discussion Topic:** “Science” and “Technology” in context // Science before the Greeks

### **2.1 August 29 ~ Origins of Natural Philosophy**

**Discussion Topic:** The Greeks and the Question of Change

**Reading:** Ede and Cormack, chapter 1 (Canvas)

**Reading:** Zeno, “The Paradoxes of Motion” (Canvas)

## **2.2 August 31 - Origins of Natural Philosophy**

**Discussion Topic:** Ways of Knowing, Atomism

**Reading:** Diogenes Laertius, “Atoms and Empty Space” (Canvas)

**Reading:** Epicurus, “Letter to Herodotus” (Canvas)

**Reading:** Lucretius, “On the Nature of Things” (Canvas)

## **3.1 September 5 - Aristotle**

**Discussion Topic:** Aristotle, one of science’s first movers

**Reading:** Aristotle, “Change, Natures, and Causes” (Canvas)

**Reading:** Aristotle, “Scientific Inference and the Knowledge of Essential Natures” (Canvas)

**Assignment:** Mini-essay 1 due

## **3.2 September 7 - Aristotle**

**Discussion Topic:** Aristotle and natural history

**Reading:** Alexander’s Letter to Aristotle (Canvas)

**Reading:** Aristotle, “The Divisions of Nature and the Divisions of Knowledge” (Canvas)

## **4.1 September 12 - Roman Era and the Rise of Islam**

**Discussion Topic:** Natural History

**Reading:** Ede and Cormack, chapter 2

**Reading:** Pliny the Elder, *Natural History* (Reader)

## **4.2 September 14 - Roman Era and the Rise of Islam**

**Discussion Topic:** Means of knowing: Reason and Rhetoric

**Reading:** Ptolemy, *Almagest; Geography* (Reader)

**Reading:** Al-Ghazali, *Tahafut Al-Falasifah* [*Incoherence of the Philosophers*]

## **5.1 September 19 - Roman Era and the Rise of Islam**

**Discussion Topic:** Bodies

**Reading:** Galen, *On the Therapeutic Method* (Reader)

**Reading:** Maimonides, *The Guide for the Perplexed* (Reader)

**Assignment:** Mini-essay 2 due

## **5.2 September 21 - Roman Era and the Rise of Islam**

**Discussion Topic:** Islamic Science

**Reading:** Ibn Rushd, “Commentary on Aristotle” (Reader)

**Reading:** Ibn Sina, “On the formation of Minerals...”; “Canon” (Reader)

**Assignment:** Mini-essay 2 due

## **6.1 September 26 - Revival of Natural Philosophy in W. Europe**

**Discussion Topic:** Scholasticism

**Reading:** Ede and Cormack, chapter 3

## **6.2 September 28 - Revival of Natural Philosophy in W. Europe**

**Discussion Topic:** Medieval Physics and the Cosmos

**Reading:** Buridan, “Impetus Theory of Projectile Motion” (Reader)

**Reading:** Oresme, *Geometry of Qualities and Motions* (Reader)

**Reading:** Sacrobosco, *The Sphere* (Reader)

### **7.1 October 3 - Revival of Natural Philosophy in W. Europe**

**Discussion Topic:** Early Modern Exploration and Cartography, guest lecture by Christian Supiot

**Reading:** TBD (Canvas)

**Assignment:** Mini-essay 3 due

### **7.2 October 5 - Revival of Natural Philosophy in W. Europe**

**Discussion Topic:** Bodies and the Doctrine of Signatures

**Reading:** Albertus Magnus, “On the Material, Hardness, and Fissility of Stones” (Reader)

**Reading:** William of Occam, *Summa Logicae; Questions on Aristotle* (Reader)

### **8.1 October 10 - Midterm exam**

### **8.2 October 12 - Fall break**

\* no class!

### **9.1 October 17 - Friar Bacon and Friar Bungay**

**Reading:** Robert Greene, *Friar Bacon and Friar Bungay*, scenes 1-8 (Canvas)

### **9.2 October 19 - Friar Bacon and Friar Bungay**

**Reading:** Robert Greene, *Friar Bacon and Friar Bungay*, scenes 9-16 (Canvas)

### **10.1 October 24 - Science in the Renaissance**

**Discussion Topic:** The new cosmology

**Reading:** Ede and Cormack, chapter 4

**Reading:** Nicolas Copernicus, *On the Revolutions* (Reader)

### **10.2 October 26 - Science in the Renaissance**

**Discussion Topic:** Cosmology, cont. // Medicine and the Body

**Reading:** Galileo Galilei, *Two New Sciences*; Letter to the Grand Duchess Christina” (Reader)

**Reading:** Andreas Vesalius, *The Epitome of De Fabrica Corporis Humanis* (Reader)

**Reading:** Simon Forman, selections (Canvas)

### **11.1 October 31 - Science in the Renaissance**

**Discussion Topic:** Exploration // Alchemy

**Reading:** Selections from Frobisher, Drake, Hariot (Canvas)

**Reading:** Paracelsus, *Iatrochemistry* (Reader)

**Reading:** John Dee, selections (Canvas)

**Assignment:** Mini-essay 4 due

### **11.2 November 2 - Science in the Renaissance**

**Discussion Topic:** Movable type and the distribution of new ideas // EEBO

**Reading:** Eisenstein, “The Book of Nature Transformed” (Canvas)



### **12.1 November 7 - Scientific Revolution: Contested Territory**

**Discussion Topic:** New methods

**Reading:** Ede and Cormack, chapter 5

**Reading:** Margaret Cavendish, *Grounds of Natural Philosophy* (Reader)

### **12.2 November 9 - Scientific Revolution: Contested Territory**

**Discussion Topic:** Inductive and Deductive Reasoning

**Reading:** René Descartes, *Discourse on the Method* (Reader)

**Reading:** Isaac Newton, "Four Rules of Reasoning" (Canvas)

**Reading:** Isaac Newton, *The Principia Mathematica* (Reader)

### **13.1 November 14 - Scientific Revolution: Contested Territory**

**Discussion Topic:** Empiricism and Experiment

**Reading:** Francis Bacon, *The New Atlantis* (Reader)

**Reading:** William Harvey, *The Circulation of the Blood* (Reader)

**Reading:** Robert Boyle, *The Sceptical Chemist* (Reader)

**Assignment:** Mini-essay 5 due

### **13.2 November 16 - Scientific Revolution: Contested Territory**

**Discussion Topic:** The Structure of Scientific Revolutions

**Reading:** Thomas S. Kuhn, selections (Canvas)

### **14.1 November 21 - Group project work day**

**Activity:** TBD

### **14.1 November 23 - US Thanksgiving**

\* no class!

### **15.1 November 28 - Class presentations**

\*Schedule TBD

### **15.2 November 30 - Class presentations**

\*Schedule TBD

### **16.1 December 5 - Course wrap up and Final exam preparation**

**Reading:** Lorraine Daston, TBD (Canvas)

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## **ASSIGNMENTS, detail**

### **Mini-papers (5), 20%**

Length: 500-750 words

1. The Origins of Natural Philosophy (due Sept 5)
2. The Roman Era and the Rise of Islam (due Sept 19)
3. The Revival of Natural Philosophy in Western Europe (due Oct 3)

4. Science in the Renaissance: The Courtly Philosophers (due Oct 31)
5. Scientific Revolution: Contested Territory (due Nov 14)

To get you considering the development of early scientific ideas and concepts, a substantial portion of your final grade in this class is derived from 5 short writing assignments based on the primary readings. Each paper is worth 5% of your final grade – the lowest grade at the end of the term will be dropped. Papers are due at the end of class on the due date – a paper handed in the following class period will automatically lose one letter grade. In order to be accepted for credit papers must be accompanied by a copy of the assignment rubric stapled to the back of the paper (check the “Rubrics” tab in Carmen).

Students are asked to consider one or more of the readings corresponding to the units and compose a critical response generated out of one or more of the following questions. “Critical response” should be understood to mean “makes a debatable point worth debating (i.e., a thesis) about the text, and supports that point by quoting from the text in question.” The best short papers begin with their thesis statement as an assertion in the first or second sentence. Spelling, grammar, and rhetorical choices matter: please consult the grading rubric and see me if you have any questions.

Students may choose their own paper topics, but here is a list of possible response questions that can help you formulate an appropriate thesis:

- How does the author of the text position themselves relative to the others who have attempted to solve this particular problem? Are they dismissive? Deferential? Generous? Authoritative?
- How does this author suggest that knowledge is created? Through experience? Through inspiration? Through philosophy?
- What hints does the author give to their worldview or to the world that they live in? How does society intersect with the scientific or technological thinking on display here?
- Does this text share similarities with another text that we have studied earlier in the course? What changes have developed in the intervening centuries that alter the topic under discussion?
- Does this text change your views on a particular form of modern-day science or on your own discipline? Do you see connections in outlook between the questions of the past and the present? (Hint: if you want to answer “no”, don’t write using this prompt.)

**EEBO Group project, 20%**

**Due: Week 15 (Nov 28-30)**

This exercise is designed to familiarize you with i) the material conditions of textual transmission leading up to the development of modern science and ii) the broader historical context in which scientific ideas spread rapidly in the early modern period. In the second week of class, students will ballot for a group presentation on one of eight subjects. Using Early English Books Online (and EEBO-TCP), the groups will identify a series of books printed in the sixteenth and seventeenth centuries that explore that subject, choosing 2-3 titles to focus on that are crucial to understanding how early modern approaches to the topic are distinct from modern approaches. Possible topics may include: midwifery, metallurgy, botany, zoology, surgery, geometry, architecture, cartography, meteorology, astrology, epidemiology, or others (we’ll narrow them down in class).

Presentations should begin with an overview of the subject in print that explains to the audience the market for English printed books about the topic, and then focus on 2 or 3 texts in greater detail. Successful presentations will articulate a clear argument or thesis about the texts that places them in their own historical context and use quotations from the texts under examination. Advanced presentations will find connections between the texts under discussion and the larger topics explored in the course. In order to receive credit for the work of their group, all students are required to be present and to speak during the presentation. Presentations should be 12-15 minutes long and be accompanied by both a Prezzi/PowerPoint and a paper handout (because of time constraints, I WILL cut off presentations at the 15 minute mark). Half of the grade will be determined by peer assessment, including both in-group and audience evaluation. See the documents under the “Rubrics” tab in Canvas for more information about assessment.

### **Attendance and Participation, 10%**

We are going to cover a lot of historical and theoretical material over the course of the term, working towards a cumulative final exam and a group assignment that will be peer reviewed. To best prepare for this examination, and to provide their peers and group members with valuable feedback, students are expected to come to every class ready to speak about the assigned readings and to be on time. Students who miss more than four classes without an excuse recognized by the university will end up with an E in the class. If you are experiencing any issue that impacts your ability to come to class (personal or family crisis, illness, etc.) please contact me immediately so we can get you the assistance you need.

## **IN-CLASS POLICIES**

See also: <http://stapleyourpages.tumblr.com/>

### **Cell Phones and Laptop Computers**

Cell phones distract us from communicating fully with those immediately around us and **must be put away and silenced** in my class. I will keep my own cell phone on the table at the front of the room in case of a Buckeye Alert. If there is another reason why you need to keep your phone's ringer on during class time, please speak to me privately. Similarly, because the Internet is a significant distraction from class activities, I require students who wish to use their laptops to take notes to promise me in writing via email that they will keep their computers in “airplane mode” during class time. **Until you have requested and received my written permission, you may not use your laptop.**

### **Social Justice and the Title IX Amendment**

Students have the right to expect their campus to provide a positive and respectful learning environment free from discrimination and harassment both inside and outside the classroom. I expect students in our shared classroom to demonstrate curiosity, consideration, and tolerance for the social, economic, political, cultural, physical, or experiential differences they discover amongst their classmates. I don't expect students to always agree with each other, but I require that students listen thoughtfully to each others' points of view. Please let me know if you have questions or concerns about this matter.

Further, the Ohio State University is committed to creating a learning environment that is free from bias. Bias incidents are acts or behaviors motivated by the offender's bias against age, ancestry,

color, disability, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, race, religion, sex, sexual orientation, or veteran status. While these acts do not necessarily rise to the level of a crime, a violation of state law, university policy, or the *Student Code of Conduct*, a bias act may contribute to creating an unsafe, negative, or unwelcome environment for the victim; anyone who shares the same social identity as the victim; and/or, community members of the University.

To report a bias incident, go to <http://studentlife.osu.edu/bias/report-a-bias-incident.aspx>.

The Title IX Amendment to the Higher Education Act makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been sexually harassed or assaulted, you are entitled to assistance under Title IX. Some resources you may find helpful: The Sexual Assault Response Network of Central Ohio (SARNCO) is the sexual violence intervention and prevention program serving Franklin County. Their **24-Hour Rape Helpline number**: (614) 267.7020. The OSU Title IX coordinator is **Kellie Brennan. She can be reached at** (614) 247-5838 | [titleix@osu.edu](mailto:titleix@osu.edu). More information about OSU and Title IX is available here: <http://titleix.osu.edu/>

## OUT-OF-CLASS POLICIES

### Office Hours

My office hours are regularly scheduled periods where I am available to students for activities that are best conducted face-to-face. These may include: review of expectations of past or upcoming assignments, discussions about grades, plans after graduation including law, medical, or graduate school, or any academic or personal issue you are having that affects your success as a student at Ohio State. I don't always know how to solve a problem right away, but I have access to many resources that students are not aware of, and I'm happy to take the time to help you get the assistance you need.

### Writing and Email Etiquette

OSU students are expected to check their BuckeyeMail account EVERY DAY or to forward their BuckeyeMail to the email account that they check regularly. This is how professors and the university get in touch with you.

Professors get dozens and dozens of job-related emails every single day; in order to make certain that your email isn't directed into my spam folder, please write 'MEDREN 2610' in the subject line of your email, followed by an indication of what your email is about (e.g. 'MEDREN 2610: Mini-Paper'). Please use common courtesy and proper grammar in your form of address and signature heading – I reserve the right to ignore emails that are addressed to 'Hey' or which use text speak or other slang that is inappropriate in the college/employer environment. If your question has an answer that requires me to write more than three sentences in response, you probably should be asking the question to me in person during office hours.

## Reading

Students are expected to do active readings of both the text and its accompanying material in **advance** of the lectures so that they can fully participate in classroom discussion. ‘Active reading’ means taking notes as you read, either in the margins or in post-it notes you keep in your textbook. If your reading is available on Canvas, please print it out and bring your annotated copies of the texts and textbooks we are discussing to class – you will need them.

## Attendance

Students are expected to come to every class, and to be on time. If you know in advance that you will be absent, it is not necessary to inform your professor by email; however, it is considerate to do so. Missing more than **four** classes without an excuse recognized by the university as legitimate will be grounds for a final grade of an ‘E.’ *When absent, you are responsible for bringing yourself up to speed about what you missed, and you should consult with one of your classmates about what was covered in class.* Excessive tardiness will count as an absence.

In the unlikely event of class cancellation due to emergency, I will contact you in advance via e-mail and request that a note on be placed on the door. In addition, I will contact you as soon as possible following the cancellation to let you know what will be expected of you for our next class meeting.

## POLICIES FOR ASSIGNMENTS

All assignments should:

- Have your name;
- Be word-processed;
- Be double-spaced in a 12 point font;
- Contain a properly-formatted Works Cited page listing ALL the resources that you examined, including your textbook;
- Have numbered pages; and
- Be stapled.

Assignments are due at the beginning of class on the assigned date. Assignments may also be dropped off for me at the front desk of the English Office in 421 Denney Hall (don’t ever slide manuscripts under a professor’s office door). Unless special arrangements have been made in advance, I only accept assignments in hardcopy.

## Writing Center

The OSU Writing Center is a great resource during any point in the writing process, and I strongly encourage students to make use of its services (after all, you’ve already paid for them with your tuition dollars – you might as well use them). Please visit <http://cstw.osu.edu/writing-center> or call 614-688-4291 to make an appointment.

## Plagiarism

Because it enables people to take credit for work they did not do themselves, plagiarism undermines not only the worth of a university degree, but the very foundation of the liberal arts tradition, which values students’ scholarly engagement and the individual development of rational thought. As a

result, university administrators and professors take plagiarism very seriously, and the academic penalties are high: a failure on the assignment or in the class, a note on your transcript (which can hinder your chances of getting into grad, law, or medical school), academic probation, or even expulsion.

Plagiarism is often the result of poor time management – if you’ve left starting to write your paper until the night before it is due, the temptation to cut and paste your way to a finished essay can be overwhelming; it might take you three or four days to write the essay properly, and you’ve got other classes to study for. Sometimes it can seem like a good idea to cheat rather than take a late penalty. But such risks rarely pay off: besides being immoral, dishonest, and a violation of academic honour codes, this kind of cheating is easy for professors to spot. And the academic penalties if you are caught plagiarizing are very high.

Plagiarism is about gaining credit for another person’s *work*, not just another person’s *words* – you can still be guilty of plagiarism without copying someone else’s words *verbatim*. Because any reader of your work will assume that an idea is yours unless you tell them otherwise, if you are endorsing or responding to someone else’s ideas, you must cite your source even if you are reformulating the idea into your own words. If in doubt – please send me an email and ask!

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term ‘academic misconduct’ includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

***Grading Scale (essays and projects)***

A+	98%	B+	88%	C+	78%	D+	68%
A	94.5%	B	84.5%	C	74.5%	D	64.5%
A-	91%	B-	81%	C-	71%	D-	61%
A-/B+	89.5%	B-/C+	79.5%	C-/D+	69.5%	D-/E+	59.5%

***Grading Scale (final grade in the course)***

A	92.5% and above	C	72.5-76.49%
A-	89.5%-92.49%	C-	69.5-72.49%
B+	86.5-89.49%	D+	66.5-69.49%
B	82.5-86.49%	D	62.5-66.49%
B-	79.5-82.49%	D-	59.5-62.49%
C+	76.5-79.49%	E	59.49% and below



## Arts and Sciences Distance Learning Course Component Technical Review Checklist

**Course: MEDREN 2610**

**Instructor: Sarah Neville**

**Summary: Science and Technology in Medieval and Renaissance Culture**

Standard - Course Technology	Yes	Yes with Revisions	No	Feedback/ Recomm.
6.1 The tools used in the course support the learning objectives and competencies.	X			<ul style="list-style-type: none"> <li>• Carmen</li> <li>• Office 365</li> <li>• Notability</li> </ul>
6.2 Course tools promote learner engagement and active learning.	X			<ul style="list-style-type: none"> <li>• Synchronous Zoom lectures</li> <li>• Carmen discussion board postings.</li> <li>• Remote meetings for group work</li> </ul>
6.3 Technologies required in the course are readily obtainable.	X			All are available free of charge through various OSU site licenses.
6.4 The course technologies are current.	X			All are updated regularly
6.5 Links are provided to privacy policies for all external tools required in the course.	X			No 3 <sup>rd</sup> party tools are used.
Standard - Learner Support				
7.1 The course instructions articulate or link to a clear description of the technical support offered and how to access it.	X			Links to 8HELP are provided.
7.2 Course instructions articulate or link to the institution's accessibility policies and services.	X			a
7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.	X			b
7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.	X			c
Standard – Accessibility and Usability				
8.1 Course navigation facilitates ease of use.	X			Recommend using the Carmen Distance Learning "Master Course" template developed by ODEE and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.2 Information is provided about the accessibility of all technologies required in the course.	X			No 3 <sup>rd</sup> party tools are used.
8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	X			Instructions are provided.
8.4 The course design facilitates readability	X			
8.5 Course multimedia facilitate ease of use.	X			All assignments and activities that use the Carmen LMS with embedded multimedia facilitates ease of use. All other multimedia resources facilitate ease of use by being available through a standard web



				browser
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### Reviewer Information

- Date reviewed: 3/1/21
- Reviewed by: Ian Anderson

**Notes: Replace references of CarmenConnect with Carmen Zoom or just Zoom.**

<sup>a</sup>The following statement about disability services (recommended 16 point font):  
Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 614- 292-3307, [slds@osu.edu](mailto:slds@osu.edu); [slds.osu.edu](http://slds.osu.edu).

<sup>b</sup>Add to the syllabus this link with an overview and contact information for the student academic services offered on the OSU main campus.  
<http://advising.osu.edu/welcome.shtml>

<sup>c</sup>Add to the syllabus this link with an overview and contact information for student services offered on the OSU main campus. <http://ssc.osu.edu>. Also, consider including this link in the “Other Course Policies” section of the syllabus.