

HST 123

Introduction to the History of Science and Technology

Spring 2021

Schedule: Live Classes Thursday only, 1:30-2:45pm

Professor: Clare Griffin

clare.griffin@nu.edu.kz

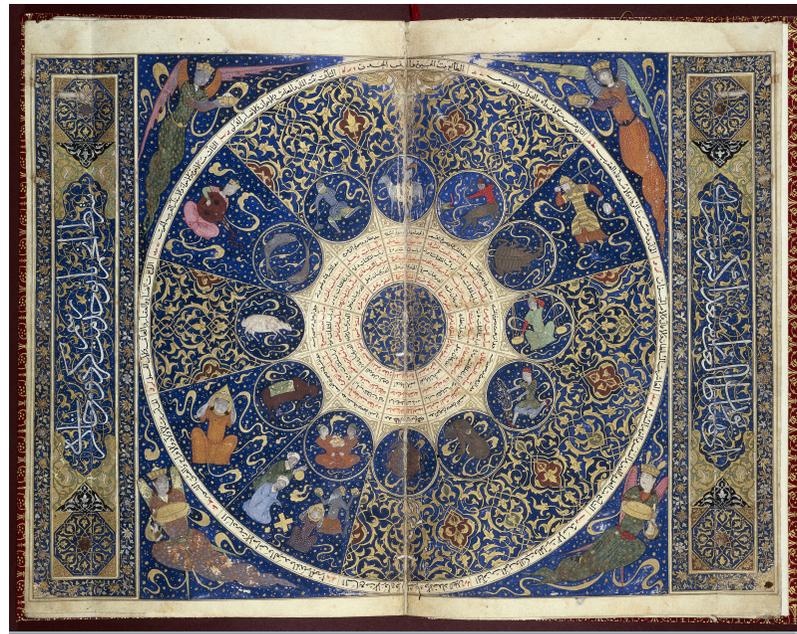
Office hours:

Tuesdays, 1:30-2:00pm

Fridays, 10am-10:30am

Or

By Arrangement



Nativity (horoscope calculated for the day of birth) of Prince Iskandar, grandson of Tamerlane. Prince Iskandar was born 25th April 1384.

Course Description:

This course takes a long and a broad view of the history of science and technology. Starting in Ancient Babylon, we end on Twitter, having considered astronomy and astrology, magic, the space race, and much besides. The course sets modern science in the context of much earlier developments, many of which look very different to science today, and yet were vital to its emergence. For every period, source, and phenomenon we consider, we will question how and why it should be considered scientific. Students will be expected to approach each period with the aim of understanding why certain practices made sense to historical figures, even if they do not make sense to us.

Course Aims:

- 1) To provide students with a basic knowledge of the long term history of science and technology in a global context.
- 2) To familiarize students with the major scholarly debates surrounding the history of science and technology, and with the different ways historians of science, medicine, and also historians of trade, exploration, economics, and art have tried to understand historical scientific practices and technologies.
- 3) To enhance students' critical thinking and writing abilities, in particular with regards to interpreting a wide range of primary source materials as well as secondary literature, and the use of these in constructing an essay.
- 4) To develop students' research and presentation skills through leading seminar discussions.

Course Learning Outcomes (CLOs):

By the end of the course the student will be expected to:

- 1) Demonstrate an awareness of the world's major scientific traditions, and of the myriad social, political, economic, and cultural forces and factors that have guided their evolution and interactions with each other over time. [A1, A2]
- 2) Exhibit knowledge of how to critically analyze primary and secondary sources, and of how to use these in the construction of an argumentative historical essay. Analyze and interpret primary sources. [B1, B2, B3, B4]

3) Display an ability to examine unfamiliar cultural beliefs and practices in an empathetic, non-judgmental fashion, and to convey an appreciation for the world's diverse systems of techno-scientific thought and behavior. [C4]

4) Lead a discussion on a set of primary or secondary sources, presenting their essential features, bring in your own interpretations, and encouraging others to present different views. [C2]

Class Policies:

Students with Disabilities:

NU is committed to inclusive education, including making sure that students with both visible disabilities (such as the need to use a wheelchair) and invisible disabilities (such as chronic illnesses and learning disabilities) are given the best chance to succeed. If you have any requests that would improve your ability to succeed in this course, email your instructor at the start of the semester and they will do what is possible to make reasonable accommodations. Any conversation on this issue will remain strictly confidential. To learn more about NU's commitment to accessible and inclusive education, go to the following page: <https://nu.kz.libguides.com/DisabilitySupport/>

Policy on Late Submission and Extensions:

For the report on the LadyScience Blog, the Blog, and the Cabinet of Curiosity Blog, students will lose one point for every day they go over the deadline without an approved extension. Drafts can be submitted late without penalty, but if you do not ask for an extension for the draft ahead of time you may not get feedback. Drafts **must** be submitted ahead of the final version to gain the points for submitting a draft.

Extensions on the report on the LadyScience Blog, the Blog, and the Cabinet of Curiosity Blog assignments are permitted, but the student must ask for the extension, ideally before the deadline.

If a student has missed more than 6 weekly assignments because of illness or similar problems they can ask to submit them late.

There will be a final deadline for the submission of all assignments (see the last page of the syllabus). There will be no extensions after that point, for any reason.

Assignments

Moodle forums – 10%

Attendance: live classes AND/OR response paper – 10%

Report on LadyScience blog – 10%

Blog plan/draft – 5%

Blog – 30%

Cabinet of Curiosity blog meeting/plan/draft – 5%

Cabinet of Curiosity blog – 30%

Moodle Forums – 10%

There will be 14 weekly Moodle forums. You will receive one point per forum you participate in, up to a maximum of 10 points. You should complete these before the Thursday class. If you fall behind for some serious reason (e.g. illness), you can request an extension or make-up assignment, but the professor will decide whether or not to grant that extension.

Attendance – 10%

There will be one live class every week, on Thursdays. To gain attendance points, you will either attend the live class, or submit a response paper. You can only do one of these each week, you will not get extra points for attending class and also submitting a response paper. Response papers will be due by 11:59 on Sundays.

You will receive 1 point per live class or response paper, up to a maximum of 10 points.

Report on LadyScience blog – 10%

For this course, we are going to explore the writing format of blogging. Blogs are used by both scientists and historians of science to express important and complicated ideas to a general reading public. We will be using the Lady Science blog (<https://www.ladyscience.com/>) as inspiration on what and how to blog about science and the history of science.

Your first assignment will be to write a 500 word report on this blog, so that you can explore it and consider its strengths and weaknesses.

This page will help you get started: <https://www.ladyscience.com/pitch>

Marking:

10 marks – a full length report that cites at least three pieces from the Lady Science site, discusses the topics the site deals with, how they convey their ideas

6 marks – a report that is only slightly under the word count, and/or cites only two pieces from the site, and/or does not discuss the topics the site deals with and how they convey their ideas

3 marks – a report that is very short, and/or cites only one pieces from the site, and/or does not discuss the topics the site deals with and how they convey their ideas

0 marks – no report submitted, submission of a report that is plagiarised, or a report that does not address the assignment

Blog Plan/Draft – 5%

This is a pass/fail assignment. If you submit a plan or draft before you submit your final blog you will receive 5 points, if you do not you will receive 0.

You can submit a full draft of your blog, or you can submit a plan that states the proposed topic and gives a general sense of what the blog will talk about and which sources it will cite.

Blog – 30%

This blog will tackle one of the topics of the course thus far. You can pick your own topic, but there will also be an opportunity in class to consider possible topics with the professor, and you can also have a one-on-one meeting with the professor to discuss possible topics as well.

It can be a written blog, a video, or a podcast. If it is a video or a written blog, then it must include images taken from legitimate academic sources (museums, libraries, university collections. See the “Further Readings” file in Moodle for a list of suggestions). If it is a video or podcast, it must be submitted with a transcript (a written version of the assignment; this can be produced by running the audio on a computer with a transcription program, like that included in Microsoft Word, turned on. The transcription does not have to be word-perfect, but it should be complete). You can structure the blog around a question, one or more objects, and/or one or more academic articles. You can pick something from the course that interests you, and explain it to us in a style that is appropriate to a general audience. This can be more informal, colloquial, and even funnier, than a traditional essay-writing style. Handing in a plan or draft (see above) is important to choosing a suitable topic and approach.

Word Count: 1,000 words minimum, or a 10-15 minute podcast or video

Marking: (Assignment marked out of 30)

A (29 – 30)

As for A-, but with an excellent performance on all aspects.

A- (27 – 28)

Meets the required word count or video/podcast length.

Content is complete, accurate, relevant, and offers new ideas. Clear evidence of going beyond material covered in class, especially the use of materials discovered independently.

Writing is clear and concisely expresses the concepts addressed. Few or no spelling, grammar, or punctuation errors are made.

The style is engaging and appropriately colloquial for the blog post.

Information is gathered from multiple appropriate sources (if you are not sure what is an appropriate source, ask the professor).

Use of multiple, visually appealing images, using either appropriately selected images or relevant original pictures created for the post.

There is a brief description of the image underneath each one.

All materials used are accurately and completely cited.

B+ (24 – 26)

As for a B, but with fewer mistakes, OR greater evidence of independent work in collecting information and materials.

B (21 – 23)

Meets the required word count or video/podcast length.

Content is complete, accurate, and relevant, but lacking in new ideas. Some evidence of going beyond material covered in class, such as using the optional readings and the further reading files.

Writing is generally clear, but unnecessary words are occasionally used. Meaning is sometimes unclear. The content is repetitive, or the sentences are overly long or unclear.

Few spelling, grammar, or punctuation errors are made.

The style is appropriate for a blog post, but not very engaging.

Information is gathered from multiple sources.

Multiple relevant pictures gathered or created for the post, but not particularly visually appealing.

All materials used are accurately and completely cited.

B- (18 – 20)

As for a B, but with some minor mistakes in accuracy in the content, and/or very limited evidence of going beyond material covered in class.

C+ (15 -17)

Meets the required word count or video/podcast length.

Content is incomplete, irrelevant, and/or contains inaccuracies. Little evidence of going beyond material covered in class.

Writing is generally unclear. Meaning is ambiguous. Many (5+) spelling, grammar, or punctuation errors are made.

The style is either too academic, or too patronizing for the audience.

Information is gathered from a limited number of sources.

Pictures are either irrelevant or not visually appealing.

All materials used are accurately and completely cited.

C (12 -14)

Meets the required word count or video/podcast length.

Content is incomplete, irrelevant, and contains inaccuracies. No effort made to go beyond material covered in class.

It is hard to know what the writer is trying to express. Writing is convoluted. Misspelled words, incorrect grammar, and improper punctuation are evident.

The style is totally inappropriate for a blog post.

Information is gathered from a single source.

Only one image, or more than one but images that are irrelevant.

Materials used are accurately cited.

C- (9 -11)

Meets the required word count or video/podcast length or is under by less than 100 words or less than 2 minutes.

Content is incomplete, irrelevant, and contains inaccuracies. No effort made to go beyond material covered in class.

It is hard to know what the writer is trying to express. Writing is convoluted. Misspelled words, incorrect grammar, and improper punctuation are evident.

The style is totally inappropriate for a blog post.

Information is gathered from a single source.

No pictures or totally irrelevant pictures.

Materials used are accurately cited.

D+ (6 – 8)

Work receiving this grade would usually fall into one of the following categories:

Being under the minimum word count by 100 words or more or under the video/podcast length by more than 2 minutes.

Entirely fails to answer the set task.

Contains only basic information, with no attempt to explain why it is interesting, important, or relevant to the course, or contains factually inaccurate information.

Contains multiple spelling and grammar errors.

Uses material from unsuitable sources.

Fails to indicate the origin of ideas, quotations, and images.

The style is totally inappropriate for a blog post.

Information is gathered from a single source.

No pictures or totally irrelevant pictures.

No citations given for materials used.

D (3 – 5)

Work receiving this grade would usually fall into at least two of the following categories:

Being under the minimum word count by 100 words or more or under the video/podcast length by more than 2 minutes.

Entirely fails to answer the set task.

Contains only basic information, with no attempt to explain why it is interesting, important, or relevant to the course, or contains factually inaccurate information.

Uses material from unsuitable sources.

Fails to indicate the origin of ideas, quotations, and images.

The style is totally inappropriate for a blog post.

Information is gathered from a single source.

No pictures or totally irrelevant pictures.

No citations given for materials used.

F (0 – 2)

Failure to complete assignment, submission of work that is plagiarized or that fails to meet the criteria for the course, or entirely fails to address the set task.

Cabinet of Curiosity blog meeting/plan/draft – 5%

This is a pass/fail assignment. If you submit a plan or draft or have a meeting with the professor about the assignment before you submit your final blog you will receive 5 points, if you do not you will receive 0.

You can submit a full draft of your blog, or you can submit a plan that states the proposed topic and gives a general sense of what the blog will talk about and which sources it will cite.

Cabinet of Curiosity blog – 30%

This blog will be a longer exploration of the history of science using the format of a “cabinet of curiosity,” a collection of various objects that help us think about the world. You will find 4-6 items from the history of science to include and discuss in your cabinet. Cabinets should be arranged

around a topic or theme, with each item relating to that theme. At least 2 must be from the course, the others can be found through other academic sources (see above in the long blog assignment description). You can create maximum two items yourself, for example you could reimagine a scientific event as a painting. An item can be an object, image, book, article, video, theorem or some other thing that relates to the history of science, in particular the topics of the course. You should include at least one item from pre-1500; at least one item from 1500-1850; and at least one item from after 1850. You may include an item that relates to the future.

The blog should introduce the topic or theme of your cabinet, introduce each individual item, explain how they relate to the theme and to each other, and why this topic or theme is important to the history of science.

It can be a written blog or a video. If it is a video or a written blog, then it must include images taken from legitimate academic sources (museums, libraries, university collections). If it is a video, it must be submitted with a transcript (a written version of the assignment; this can be produced by running the audio on a computer with a transcription program, like that included in Microsoft Word, turned on. The transcription does not have to be word-perfect, but it should be complete). The style of this blog can be more informal, colloquial, and even funnier, than a traditional essay-writing style. Handing in a plan or draft (see above) is important to choosing a suitable topic and approach.

For inspiration for your project, learn more about cabinets of curiosity here:

<https://artsandculture.google.com/theme/the-cabinet-of-curiosities/4QKSkqTAGnJ2LQ?hl=en>

Word Count: 1,500 words minimum, or a 15-20 minute video

Marking: (Assignment marked out of 30)

A (29 – 30)

As for A-, but with an excellent performance on all aspects.

A- (27 – 28)

Meets the required word count or video length.

Selects a relevant and interesting theme/topic for the cabinet which is presented through 4-6 objects/images the significance of which are clearly explained in an engaging fashion. The theme/topic will pull together different kinds of science and/or technology to express a deeper connection between apparently different fields.

Content is complete, accurate, relevant, and offers new ideas. Clear evidence of going beyond material covered in class.

Writing is clear and concisely expresses the concepts addressed. Few or no spelling, grammar, or punctuation errors are made.

The style is engaging and appropriately colloquial for the blog post.

Information is gathered from multiple appropriate sources (if you are not sure what is an appropriate source, ask the professor).

Use of multiple, visually appealing images, using either appropriately selected images or relevant original pictures created for the post.

There is a brief description of the image underneath each one.

All materials used are accurately and completely cited.

B+ (24 – 26)

Meets the required word count or video length.

As for a B, but with fewer mistakes, OR greater evidence of independent work in collecting information and materials.

Selects a relevant and interesting theme/topic for the cabinet which is presented through 4-6 objects/images the significance of which are clearly explained in an engaging fashion. The theme/topic will pull together different kinds of science and/or technology to express a deeper connection between apparently different fields.

B (21 – 23)

Meets the required word count or video length.

Selects a relevant and interesting theme/topic for the cabinet which is presented through 4-6 objects/images the significance of which are clearly explained in an engaging fashion. The theme/topic will pull together different kinds of science and/or technology to express a connection between apparently different fields, although this may not be entirely successful.

Content is complete, accurate, and relevant, but lacking in new ideas. Some evidence of going beyond material covered in class.

Writing is generally clear, but unnecessary words are occasionally used. Meaning is sometimes unclear. The content is repetitive, or the sentences are overly long or unclear.

Few spelling, grammar, or punctuation errors are made.

The style is appropriate for a blog post, but not very engaging.

Information is gathered from multiple sources.

Multiple relevant pictures gathered or created for the post, but not particularly visually appealing.

All materials used are accurately and completely cited.

B- (18 – 20)

Meets the required word count or video length.

As for a B, but with some minor mistakes in accuracy in the content, and/or very limited evidence of going beyond material covered in class and/or selects a narrow topic for the cabinet, such as focusing on only one field of science or kind of technology.

Selects a relevant theme/topic for the cabinet which is presented through 4-6 objects/images the significance of which are explained.

C+ (15 -17)

Meets the required word count or video length.

Content is incomplete, irrelevant, and/or contains inaccuracies. Little evidence of going beyond material covered in class and/or selects a narrow topic for the cabinet, such as focusing on only one field of science or kind of technology.

Selects a relevant theme/topic for the cabinet which is presented through 4-6 objects/images the significance of which are explained but the explanation is superficial.

Writing is generally unclear. Meaning is ambiguous. Many (5+) spelling, grammar, or punctuation errors are made.

The style is either too academic, or too patronizing for the audience.

Information is gathered from a limited number of sources.

Pictures are either irrelevant or not visually appealing.

All materials used are accurately and completely cited.

C (12 -14)

Meets the required word count or video length.

Content is incomplete, irrelevant, and contains inaccuracies. No effort made to go beyond material covered in class. The topic selected for the cabinet is narrow, such as focusing on only one field of science or kind of technology.

Selects a relevant theme/topic for the cabinet which is presented through 4-6 objects/images the significance of which are explained but the explanation is superficial.

It is hard to know what the writer is trying to express. Writing is convoluted. Misspelled words, incorrect grammar, and improper punctuation are evident.

The style is totally inappropriate for a blog post.

Information is gathered from a single source.

Only one image, or more than one but images that are irrelevant.

Materials used are accurately cited.

C- (9 -11)

Meets the required word count or video length or is under by less than 100 words or less than 2 minutes.

Content is incomplete, irrelevant, and contains inaccuracies. No effort made to go beyond material covered in class. The topic selected for the cabinet is narrow, such as focusing on only one field of science or kind of technology.

Selects a theme/topic for the cabinet which is presented through 4-6 objects/images the significance of which are not explained clearly, or the explanation does not show how the theme/topic and/or objects are relevant to the course.

It is hard to know what the writer is trying to express. Writing is convoluted. Misspelled words, incorrect grammar, and improper punctuation are evident.

The style is totally inappropriate for a blog post.

Information is gathered from a single source.

No pictures or totally irrelevant pictures.

Materials used are accurately cited.

D+ (6 – 8)

Work receiving this grade would usually fall into one of the following categories:

Being under the minimum word count by 100 words or more or under the video length by more than 2 minutes.

Uses fewer than 4 images.

Entirely fails to answer the set task.

Chosen theme is not relevant to the course

Contains only basic information, with no attempt to explain why it is interesting, important, or relevant to the course, or contains factually inaccurate information.

Contains multiple spelling and grammar errors.

Uses material from unsuitable sources.

Fails to indicate the origin of ideas, quotations, and images.

The style is totally inappropriate for a blog post.

Information is gathered from a single source.

No pictures or totally irrelevant pictures.

No citations given for materials used.

D (3 – 5)

Work receiving this grade would usually fall into at least two of the following categories:

Being under the minimum word count by 100 words or more or under the video length by more than 2 minutes.

Uses fewer than 4 images.

Entirely fails to answer the set task.

Chosen theme is not relevant to the course

Contains only basic information, with no attempt to explain why it is interesting, important, or relevant to the course, or contains factually inaccurate information.

Uses material from unsuitable sources.

Fails to indicate the origin of ideas, quotations, and images.

The style is totally inappropriate for a blog post.

Information is gathered from a single source.

No pictures or totally irrelevant pictures.

No citations given for materials used.

F (0 – 2)

Failure to complete assignment, submission of work that is plagiarized or that fails to meet the criteria for the course, or entirely fails to address the set task.

Grading (also known as marking)

These are the general grading criteria applicable to all graded assignments (not to pass/fail assignments).

Grade	Grade Range	Short Definition	Grade Description
A	95%-100%	Excellent, exceeds the highest standards in the assignment or course	A- class work will be distinguished in some or all of the following ways: originality of thought or interpretation; independence of judgement; wide-ranging reading, often beyond that required; intelligent use of primary sources; historiographical awareness and criticism; clarity and rigor of argument and structure; clarity and elegance of style; unusual and apt examples; comparison e.g. with themes and topics covered in other modules.
A-	90%-94.9%	Excellent; meets the highest standards for the assignment or course	
B+	85%-89.9%	Very good; meets high standards for the assignment or course	B-class work will be distinguished in some or all of the following ways: clarity and rigor of argument and structure, well directed at the title; thorough coverage of recommended reading; intelligent use of primary sources; historiographical
B	80%-84.9%	Good; meets most of the standards for the assignment or course	

B-	75%-79.9%	More than adequate; shows some reasonable command of the material	awareness; well-chosen examples; comparison e.g. with themes and topics covered in other modules; clarity of style.
C+	70%-74.9%	Acceptable; meets basic standards for the assignment or course	C-class work will have some of the following features: some evidence of knowledge and understanding, but limitations in clarity and rigor of argument and structure; restricted coverage of reading; restricted use of primary sources; weaknesses of style; failure to address the title set.
C	65%-69.9%	Acceptable; meets some of the basic standards for the assignment or course	
C-	60%-64.9%	Acceptable, while falling short of meeting basic standards in several ways	
D+	55%-59.9%	Minimally acceptable	D-class work will have some of the following features: very limited knowledge and understanding; confusion in argument or structure; insufficient reading; confused style; failure to address the title set.
D	50%-54.9%	Minimally acceptable; lowest passing	
F	0-49.9%	Did not satisfy the basic requirements of the course	Work with very serious deficiencies that falls below the required standard, failing to address the literature with the seriousness required and with an inadequate grasp of the subject matter and analysis

Academic misconduct policy

Academic and personal misconduct by any student in this course will be dealt with according to the requirements and procedures in the Student Code of Conduct for Nazarbayev University. Plagiarism and cheating will not be tolerated. Students should be familiar with the university's official statement on plagiarism:

Plagiarism is intentionally or carelessly presenting the work of another as one's own. It includes submitting an assignment purporting to be the student's original work which has wholly or in part been created by another person. It also includes the presentation of the work, ideas, representations, or words of another person without customary and proper acknowledgement of sources. Plagiarism occurs when a person:

1. Directly copies one or more sentences of another person's written work without proper citation. If another writer's words are used, you must place quotation marks around the quoted material and include a footnote or other indication of the source of the quotation. This includes cut and paste from the internet or other electronic sources;

2. Changes words but copies the sentence structure of a source without giving credit to the original source, or closely paraphrases one or more paragraphs without acknowledgement of the source of the ideas, or uses graphs, figures, drawings, charts or other visual/audio materials without acknowledging the source or the permission of the author;
 3. Submits false or altered information in any academic exercise. This may include making up data for an experiment, altering data, citing nonexistent articles, contriving sources, etc.;
 4. Turns in all or part of assignment done by another student and claims it as their own;
 5. Uses a paper writing service, has another student write a paper, or uses a foreign language translation and submits it as their own original work.
- (Nazarbayev University Student Code of Conduct)

Essential Texts:

All essential readings, and readings for essays, will be provided via Moodle. For some weeks there will be more reading than others. You are always expected to come to class prepared to discuss the week's materials.

COURSE SCHEDULE¹

Every week, you will have 4-5 activities to complete, with the live class or response paper being the final activity. You are expected to have completed the other activities before the class or submitting the response paper.

Date	Topic	Readings and Weekly Work	Assignments
Week One 11th-17th January	Introduction	1. Watch class intro video 2. Read the syllabus 3. Moodle Forum post – Introduce yourself (by 11:59 pm Wednesday) 4. Live Class (on Thursday) OR response paper (by 11:59pm Sunday)	
Week Two 18th-24th January	What is science and technology?	1. Read or listen to this blog and think about what it tells us about science, and how this is similar to or different from what you thought about science before	

¹ I reserve the right to change this schedule, or the associated readings and weekly activities, as necessary.

		<p>https://www.ladyscience.com/podcast/ep25-native-science-and-indigenous-knowledge</p> <p>2. Virtual visit to Science Museum London: Take the virtual tour, and/or explore some of the videos, objects, blogs and stories on this page https://www.sciencemuseum.org.uk/virtual-tour-science-museum</p> <p>3. Moodle Forum post – using the Science Museum’s collection, find one image that you feel represents science, and one that you feel represents technology, write a brief note on why you choose them, posting the image or a link to it (by 11:59 pm Wednesday) Use this site: https://collection.sciencemuseumgroup.org.uk/</p> <p>4. Live Class (on Thursday) OR response paper (by 11:59pm Sunday)</p>	
Week Three 25th-31st January	Medieval Robots 1	<p>1. Watch video on basics of time and periodization</p> <p>2. Read: Stephen Cave and Kanta Dihal, “Ancient dreams of intelligent machines: 3,000 years of robots,” <i>Nature</i> 559 (2018), 473-475.</p> <p>3: Marvellous Machines: Early Robots https://www.sciencemuseum.org.uk/objects-and-stories/marvellous-machines-early-robots</p> <p>4. Moodle Forum post – answer the question, what do you think the main reason was that premodern automata were built? (by 11:59 pm Wednesday)</p> <p>5. Live Class (on Thursday) OR response paper (by 11:59pm Sunday)</p>	Report on Lady Science blog deadline, Sunday 31 st January 11:59pm
Week Four 1st-7th February	Medieval Robots 2	<p>1. Video lectures: Clocks in the Premodern World AND Technology and the Golden Age of Islam</p> <p>2. Chapter 1, Truitt, Elly Rachel. <i>Medieval robots: mechanism, magic, nature, and art</i>. University of Pennsylvania Press, 2015.</p> <p>3. Moodle Forum post – For what purpose were premodern automata used at royal courts? (by 11:59 pm Wednesday)</p>	

		4. Live Class (on Thursday) OR response paper (by 11:59pm Sunday)	
Week Five 8th-14th February	Early Modern Science 1	<p>1. Video lectures: the old view of early modern science AND newer views of early modern science</p> <p>2. Shapin, Steven. "The invisible technician." <i>American scientist</i> 77.6 (1989): 554-563.</p> <p>3. Moodle Forum post – how have views of early modern science changed? (by 11:59 pm Wednesday)</p> <p>4. Live Class (on Thursday) OR response paper (by 11:59pm Sunday)</p>	Plan/draft of blog post deadline, Sunday 14 th February 11:59pm
Week Six 15th-21st February	Early Modern Science 2	<p>1. Raj, Kapil. "Thinking without the scientific revolution: Global interactions and the construction of knowledge." <i>Journal of early modern history</i> 21, no. 5 (2017): 445-458.</p> <p>2. Chapter 1, Crawford, Matthew James. <i>The Andean Wonder Drug: Cinchona Bark and Imperial Science in the Spanish Atlantic, 1630-1800</i>. University of Pittsburgh Press, 2016.</p> <p>3. Moodle Forum post – answer the question, to whom does knowledge belong? (by 11:59 pm Wednesday)</p> <p>4. Live Class (on Thursday) OR response paper (by 11:59pm Sunday)</p>	
Week Seven 22nd-28th February	Early Modern Science 3	<p>1. Smith, Pamela H. "Art, science, and visual culture in early modern Europe." <i>Isis</i> 97, no. 1 (2006): 83-100.</p> <p>2. Making and Knowing Project videos: https://www.makingandknowing.org/the-lab/</p> <p>3. Moodle Forum post – which Making and Knowing Project video did you find most interesting and why? (by 11:59 pm Wednesday)</p> <p>4. Live Class (on Thursday) OR response paper (by 11:59pm Sunday)</p>	
Week Eight 1st-7th March	Darwin and Evolution 1	<p>1. Video lecture: Darwin, evolution, and modern thoughts on humanity</p> <p>2. Darwin Correspondence Project: https://www.darwinproject.ac.uk/fake-darwin</p> <p>3. Darwin Correspondence Project:</p>	Final version Blog assignment deadline, Sunday 7 th March, 11:59pm

		https://www.darwinproject.ac.uk/commentary/religion/what-did-darwin-believe 4. Moodle Forum post – why is evolution controversial? (by 11:59 pm Wednesday) 5. Live Class (on Thursday) OR response paper (by 11:59pm Sunday)	
Week Nine 8th-14th March	Darwin and Evolution 2	1. Elshakry, Marwa. "Global Darwin: Eastern enchantment." <i>Nature</i> 461, no. 7268 (2009): 1200-1201. 2. Elshakry, Marwa. "Muslim hermeneutics and Arabic views of evolution." <i>Zygon</i> ® 46.2 (2011): 330-344. 3. Moodle Forum post – answer the question, did Muslim thinkers learn about evolution from Darwin, or did Darwin unknowingly follow Islamic traditions? (by 11:59 pm Wednesday) 4. Live Class (on Thursday) OR response paper (by 11:59pm Sunday)	
Week Ten 15th-21st March	Politics and Modern Science 1	1. Video lecture: Lysenko and Soviet Science 2. Gordin, Michael D. "How Lysenkoism Became Pseudoscience: Dobzhansky to Velikovsky." <i>Journal of the History of Biology</i> 45, no. 3 (2012): 443-468. 3. Moodle Forum post – answer the question, how did politics shape Lysenko's career? (by 11:59 pm Wednesday) 4. Live Class (on Thursday) OR response paper (by 11:59pm Sunday)	
FALL BREAK 22nd-28th March	FALL BREAK	FALL BREAK	FALL BREAK
Week Eleven 29th March – 4th April	Politics and Modern Science 2	1. Video lecture: Computers and Politics 2. Hicks, Mar. "Hacking the Cis-tem." <i>IEEE Annals of the History of Computing</i> 41, no. 1 (2019): 20-33. 3. Moodle Forum post – answer the question, how did ideology/politics/society shape computing? (by 11:59 pm Wednesday) 4. Live Class (on Thursday) OR response paper (by 11:59pm Sunday)	Cabinet of Curiosity plan/draft deadline Tuesday 30 th March, 11:59pm

Week Twelve 5th-11th April	Politics and Modern Science 3	<ol style="list-style-type: none"> 1. Video lecture: Space and Politics 2. https://www.sciencemuseum.org.uk/objects-and-stories/space-race-moon 3. https://www.rferl.org/a/inside-baikonur-the-kazakh-russian-gateway-to-space/30612228.html 4. Moodle Forum post – answer the question, why was the Space Race so important to the USA and the Soviet Union? (by 11:59 pm Wednesday) 5. Live Class (on Thursday) OR response paper (by 11:59pm Sunday) 	
Week Thirteen 12th-18th April	Sci-Fi 1	<ol style="list-style-type: none"> 1. Video lecture: Science and Science Fiction 2. Choice of Sci-Fi readings (pick A or B, or C) <ol style="list-style-type: none"> A. Sultana’s Dream - http://digital.library.upenn.edu/women/sultana/dream/dream.html OPTIONAL: http://histscifi.com/essays/murphy/sultanas-dream B. Black to the Future http://histscifi.com/essays/benjamin/regeneration.html C. Your choice (but you must specify what you read and where you found it) 3. Moodle Forum post – answer the question, which text did you read and why? (by 11:59 pm Wednesday) 4. Live Class (on Thursday) OR response paper (by 11:59pm Sunday) 	
Week Fourteen 19th-25th April	Sci-Fi 2	<ol style="list-style-type: none"> 1. Watch film: Trip to the Moon: https://www.youtube.com/watch?v=xLVChRVfZ74&t=32s 2. Watch film: Afronauts: http://www.goodshortfilms.it/en/articles/afronauts-il-programma-spaziale-dello-zambia OPTIONAL: https://hyperallergic.com/515006/afronauts-nuotama-frances-bodomo-interview/ https://griotmag.com/en/afronauts-zambia-space-program/ 	

		3. Moodle Forum post – What do you think of these two films? (by 11:59 pm Wednesday) 4. Live Class (on Thursday) OR response paper (by 11:59pm Sunday)	
Exam Period			Cabinet of Curiosity deadline: Friday 30 th April, 11.59pm FINAL DEADLINE FOR ALL WORK – Tuesday 4 th May