



GEORGETOWN UNIVERSITY
School of Continuing Studies

BLHS 107 Early Modern World

Dates: 08/28/2019 – 12/20/2019

Location: This course takes place on-site at the Georgetown University School of Continuing Studies' building located at 640 Massachusetts Ave NW, Washington, DC 20001. Additionally, Georgetown University School of Continuing Studies (SCS) uses Canvas as its Learning Management System. To learn more about Canvas, please go through the [Canvas Guide for Students](#).

Faculty: Michael Walkden

Contact Information: mwalkden@folger.edu

Virtual Office Hours: Thursdays, 11am–1pm

COURSE DESCRIPTION

The early modern period in England was a time of dynamic change, social and cultural mobility, and literary and technological innovation. In this interdisciplinary course, we will explore some of the many factors that changed how Europeans thought of their society and their role in it: Religious reformations, scientific and technological invention, shifts in popular literature, and the growth of national identities and the establishment of nation states. You will explore how major movements shaped early modern lives through original texts and scholarly readings. In the process, you will practice writing and speaking critically about the early modern period, examining evidence from our texts and other scholars and presenting the material clearly and with sound reasoning.

COURSE LEARNING OBJECTIVES

By the end of the course, students will be able to:

- Analyze the development of major cultural influences, including religion, science, and related political movements
- Identify the influence of such cultural phenomena in literature

- Explore the social and technological developments that influence the spread of information, and the preservation of that information
- Develop critical thinking, analytical reading, and argumentative writing skills in encounters with both primary and scholarly texts

REQUIRED READINGS

The following are the required reading material for this course:

1. Merry E. Wiesner-Hanks, *Early Modern Europe, 1450-1789* (2nd edition), Cambridge University Press, 2013. ISBN-13: 978-1-1076-4357-4 ([available as an eTextbook](#))
2. Denis Janz, *A Reformation Reader: Primary Texts With Introductions* (2nd edition), Fortress Press, 2008. ISBN: 978-0-8006-6310-0.
3. William Shakespeare, *The Merchant of Venice*, edited by Barbara A. Mowat and Paul Werstein. Simon and Schuster, 2011. ISBN-13: 978-0-7434-7756-7.

COURSE REQUIREMENTS

Technical Requirements

As part of your learning experience, you can expect to:

1. Communicate via email including sending attachments.
2. Navigate the internet using a Web browser.
3. Use office applications such as Microsoft Office or Google Docs to create documents.
4. Learn how to submit assignments in Canvas.
5. Communicate with peers using discussion boards and other platforms.
6. Upload and download saved files.
7. Have easy access to the Internet.
8. Navigate Canvas, including using the email component within Canvas.
9. Use a microphone to record audio through your computer.
10. Use an internal or external camera to record video through your computer.

In this course we will use VoiceThread, TurnItIn and Zoom.

- VoiceThread is a tool that enables teachers and students to upload and asynchronously present images, video, and/or other media and respond to others presentations with audio, video, and/or text comments. [Instructions for VoiceThread are available here.](#)
- TurnItIn is a writing assessment tool that is used to detect plagiarism and allows teachers to provide assignment feedback to students. [Instructions for TurnItIn are available here.](#)
- Zoom enables users to conduct synchronous (“real-time”) conferences, presentations, lectures, meetings, office hours and group chats via audio, video, text chat and content sharing. [Instructions for Zoom are available here.](#)

Computer Requirements

Computer requirements to complete the course are listed by [Canvas in the Instructure Guides](#).

COURSE EXPECTATIONS

Student Expectations

This course consists of 15 weeks. You are expected to do the readings, attend the weekly classes, and to engage with the course material in depth. Your responsibilities include completing the assignments and participating in class discussions. Participation is essential to your success in this class. In order to get full credit for participation, you will have to attend and participate in all discussions.

Time Expectations

Students should plan on spending approximately 2-5 hours per week outside of class to complete the work for each week.

ACADEMIC INTEGRITY

All students are expected to maintain the highest standards of academic and personal integrity in pursuit of their education at Georgetown. We assume you have read the honor code material located at <http://scs.georgetown.edu/academic-affairs/honor-code>, and in particular have read the following documents: Honor Council Pamphlet, What is Plagiarism, Sanctioning Guidelines, and Expedited Sanctioning Process. Papers in this course will all be submitted to turnitin.com for checking. Academic dishonesty in any form is a serious offense, and students found in violation are subject to academic penalties that include, but are not limited to, failure of the course, termination from the program, and revocation of degrees already conferred. All students are held to the Honor Code.

The Honor Code pledge follows:

In the pursuit of the high ideals and rigorous standards of academic life, I commit myself to respect and uphold the Georgetown University Honor System: To be honest in any academic endeavor, and To conduct myself honorably, as a responsible member of the Georgetown community, as we live and work together.

Plagiarism

Stealing someone else's work is a terminal offense in the workplace, and it will wreck your career in academia, too. Students are expected to work with integrity and honesty in all their assignments. The Georgetown University Honor System defines plagiarism as "the act of passing off as one's own the ideas or writings of another." More guidance is available through the [Gervase Programs](#). If you have any doubts about plagiarism, paraphrasing, and the need to credit, check out [Plagiarism.org](#).

COURSE ACTIVITIES AND ASSIGNMENTS

Written work is due by the assigned due dates. Follow-ups and class participation are contingent on the timely submission of your initial responses.

Late Submission Policy:

As stated in the [Student Handbook](#), you must notify me and obtain my approval if you are unable to complete any assignment by the published submission deadline. I will gladly consider granting extensions for assignments as long as the request is made at least 24 hours before the due date/time. The request must include the date and time when you intend to submit the assignment. If you fail to give both a date and a time, however, the request will not be honored. However, no late submissions or extensions are available for the last week of class or for any missed lectures. Late responses with no previous arrangements for all assignments will be penalized by 10% for each day or portion of a day that the assignment is late, unless previous arrangements have been made.

Discussions and Assignments

The final grade for the course will be broken down as follows:

- **Informed classroom participation** (10%): including careful reading, note-taking, participating in classroom discussion, and asking questions. Informed participation requires regular attendance, see full attendance policy below.
- **Discussion board postings** (20%): There will be four short writings (~ 500 words) posted to the Discussion boards over the course of the semester. Detailed instructions can be found on Canvas.
- **Research Proposals** (2.5% each, 5% total): students will identify research topics for their essays (see below) and create a research proposal, identifying a research question, expected challenges, and at least three sources they propose to begin their research with. Full description of the assignment will be on Canvas.
- **Annotated Bibliographies** (5% each, 10% total): Students will select, read, critique, and annotate ten sources for each paper. Full criteria will be found on Canvas.
- **Essays** (20% each, 40% total): Two essays requiring critical analysis and research will be assigned. Students will identify topics of interest in consultation with the professor. Full criteria will be found on Canvas.
- **Biography of an Early Modern Item** (10%): The Biography will serve as individual background research for the final presentation on early modern objects. Full details will be on Canvas.
- **Group Presentation** (5%): The final class will be devoted to presentations on the life of an early modern object. Full criteria will be found on Canvas.

Citation Style

This course uses APA style for all writing and research assignments. Resources for this citation style are available through

GRADING

Grading in this course will be determined by the following grading scale:

- A: 93% to 100%
- A-: 90% to 92%
- B+: 87% to 89%
- B: 83% to 86%
- B-: 80% to 82%
- C+: 77% to 79%
- C: 73% to 76%
- C-: 70% to 72%
- D+: 67% to 69%
- D: 63% to 66%
- F: 62% and below

ACCOMMODATIONS

Under the Americans with Disabilities Act (ADA) and the Rehabilitation Act of 1973, individuals with disabilities are provided reasonable accommodations to ensure equity and access to programs and facilities. Students are responsible for communicating their needs to the Academic Resource Center, the office that oversees [disability support services](#), (202-687-8354; arc@georgetown.edu;) before the start of classes to allow time to review the documentation and make recommendations for appropriate accommodations. The University is not responsible for making special accommodations for students who have not declared their disabilities and have not requested an accommodation in a timely manner. Also, the University need not modify course or degree requirements considered to be an essential requirement of the program of instruction. For the most current and up-to-date policy information, please refer to the [Georgetown University Academic Resource Center website](#). Students are highly encouraged to discuss the documentation and accommodation process with an Academic Resource Center administrator.

STUDENT SUPPORT SERVICES

Support Services

SCS offers a variety of support systems for students that can be accessed online, at the School of Continuing Studies downtown location, and on the main Georgetown campus:

- [Academic Resource Center](#)
- 202-687-8354 | arc@georgetown.edu
- [Counseling and Psychiatric Services](#)
- 202-687-6985

- [Institutional Diversity, Equity & Affirmative Action \(IDEAA\)](#)
- (202) 687-4798

Georgetown Library

Students enrolled in online School of Continuing Studies SCS coursework have access to the University Library System's eResources, including 500+ research databases, 1.5+ million ebooks, and thousands of periodicals and other multimedia files (films, webinars, music, and images). Students can access these resources through the [Library's Homepage](#) by using their University username (NetID) and password (this is the same login information used to access email, BlackBoard, etc.). The Library does not mail physical items to students.

SCS students may make an appointment with a librarian to discuss a research topic, develop a search strategy, or examine resources for projects and papers. Librarians offer an overview of and in-depth assistance with important resources for senior or master's theses, dissertations, papers and other types of research. Appointments are conducted using Google Hangout (video-conferencing function) through the Georgetown Gmail System or by telephone. This service is available to currently enrolled students who need assistance with Georgetown-assigned projects and papers. Please review the [Services & Resources Guide for Online Students](#) for additional information.

Research Guide

The Bachelor of Liberal Arts program has an extensive online [Library Research Guide](#) designed for the subject and research specifications of our program. This Guide will give you direct access to the library resources central to your course research work.

Learning Resources

SCS offers a host of [learning resources](#) to its students. Two that you might find particularly helpful in this course are the [Writing Center](#) and [Refworks](#).

- The [Writing Center](#) offers professional writing support through its online peer tutoring service.
- [Refworks](#) is an online research management tool that aids in organizing, storing, and presenting citation sources for papers and projects.

Technical Support

Click on the Help link (on the bottom-left corner in Canvas) to reach Canvas Support, including the [Canvas Student Guide](#) and 24 hour Canvas Support Hotline at 855-338-2770.

In this course we will use VoiceThread, TurnItIn and Zoom.

- VoiceThread is a tool that enables teachers and students to upload and asynchronously present images, video, and/or other media and respond to others presentations with audio, video, and/or text comments. [Technical support for VoiceThread is available.](#)

- TurnItIn is a writing assessment tool that is used to detect plagiarism and allows teachers to provide assignment feedback to students. [Technical support for TurnItIn is available.](#)
- Zoom enables users to conduct synchronous (“real-time”) conferences, presentations, lectures, meetings, office hours and group chats via audio, video, text chat and content sharing. [Technical support for Zoom is available.](#)

COMMUNICATIONS GUIDELINES

Netiquette Guidelines

To promote the highest degree of education possible, we ask each student to respect the opinions and thoughts of other students and be courteous in the way that you choose to express yourself. The topics in this course can be controversial and promote debate. Students should be respectful and considerate of all opinions.

In order for us to have meaningful discussions, we must learn to genuinely try to understand what others are saying and be open-minded about others’ opinions. If you want to persuade someone to see things differently, it is much more effective to do so in a polite, non-threatening way rather than to do so antagonistically. Everyone has insights to offer based on his/her experiences, and we can all learn from each other. Civility is essential.

Statement of Student Conduct, Civility, and Engagement

The School of Continuing Studies offers students the opportunity to engage with faculty, staff, and peers in ways that foster intellectual growth and development in their chosen field of study. It is important to recognize that each member of our community brings his or her own values, thoughts, perspectives, and experiences into each interaction. We expect students to behave in a manner that is civil and respectful of others, and appreciate the learning opportunities that come from engaging pluralistic perspectives in a dynamic educational environment.

Engagement within the SCS Georgetown community takes places in on-campus meeting spaces and classrooms, and extends to online learning platforms and forums. Students should be particularly mindful that participation in class discussions, group assignments, emails, blogs, and social media reflect upon them personally, academically, and professionally. All viewpoints, editorials, and opinions expressed by students represent those students exclusively – and not the students’ instructors, classmates, academic program, School, or University – even in cases when students are using Georgetown-affiliated systems like email, blogs, and online portfolios. The expectations for respect and civility are consistent for on-campus classes and spaces, as well as cyber, virtual, and online environments. Thus, civility and cybercivility are expected of all students, in all campus spaces.

SCS students are expected to adhere to the SCS guidelines for student conduct and the University Code of Student Conduct. In the event that a student’s behavior is perceived to fall outside the stated SCS guidelines or may be a violation of the Code of Student Conduct, the matter may be referred to the Office of Student Conduct for further review and possible sanctioning. Such instances

can include but are not limited to: disruption of official university functions (including teaching, research, administration), failure to comply with a directive issued by a University official, harassment and bullying, and incivility. For questions regarding the SCS student conduct expectations please review the policy in-full found in the [Bachelor of Arts in Liberal Studies Undergraduate Bulletin](#). For questions about the Code of Student Conduct, please review the information provided by the [Office of Student Conduct](#).

Communication with Peers

Notifications

In this course we will use Canvas to send email for private messages. You can either check your messages in the Canvas system or set your notifications to your preferred method of contact. Please check your messages at least once per day. When submitting messages, please do the following:

- Put a subject in the subject box that describes the email content with your name and module.
- Do not send messages asking general information about the class, please post those in the General Questions Discussion Board Forum.

Turnaround and Feedback

If you have a concern and send me a message, you can expect a response within one business days. Please allow two business days for assessment submission feedback.

Extreme weather, Emergencies, and Instructional Continuity

During inclement weather or other emergencies on a day when we are scheduled to meet face-to-face, check the university's Web site or call (202) 687-7669 for information on whether the university is open. If the university is open, this class will meet. If the university is closed, this class will meet through distance means such as online videoconferencing; check your e-mail for a message from me on how we will proceed in that situation. Due dates for written assignments submitted through Canvas will not be changed due to campus closings.

The university recently has acquired the capability to send text messages and recorded messages about emergencies to cell phones and other mobile devices. Sign up on MyAccess.

Copyright

The materials used in Georgetown University courses ("Course Materials") generally represent the intellectual property of course instructors which may not be disseminated or reproduced in any form for public distribution (e.g., sale, exchange, etc.) without the written permission of the course instructor. Course Materials include all written or electronic documents and materials,

including syllabi, current and past examination questions/answers, and presentations such as lectures, videos, PowerPoints, etc., provided by a course instructor. Course Materials may only be used by students enrolled in the course for academic (course-related) purposes.

Published course readings (book chapters, articles, reports, etc.) available in Canvas are copyrighted material. These works are made available to students through licensed databases or fair use. They are protected by copyright law, and may not be further disseminated or reproduced in any form for distribution (e.g., uploading to websites, sale, exchange, etc.) without permission of the copyright owner.

More information about intellectual property and copyright can be found here:

<https://www.library.georgetown.edu/copyright>

More information about computer acceptable use policy and intellectual property can be found here: <https://security.georgetown.edu/it-policies-procedures/computer-systems-aup>

Policy Accommodating Students' Religious Observances

The following is university policy:

Georgetown University promotes respect for all religions. Any student who is unable to attend classes or to participate in any examination, presentation, or assignment on a given day because of the observance of a major religious holiday or related travel shall be excused and provided with the opportunity to make up, without unreasonable burden, any work that has been missed for this reason and shall not in any other way be penalized for the absence or rescheduled work. Students will remain responsible for all assigned work. Students should notify professors in writing at the beginning of the semester of religious observances that conflict with their classes.

Title IX at Georgetown

<https://titleix.georgetown.edu/>

Sexual Misconduct

Title IX of the Education Amendments of 1972 ("Title IX") prohibits discrimination based on sex in any educational programs, which includes sexual harassment or any acts of sexual misconduct. Title IX requires the University, upon becoming aware of any incident of sexual harassment and misconduct to respond appropriately to protect and maintain the safety of the University community, including students, faculty, and staff.

Georgetown University prohibits sexual misconduct, including sexual harassment, sexual assault, domestic/dating violence, and stalking.

Discrimination based on sex, including sexual misconduct and discrimination based on pregnancy or parenting status, subverts the University's mission and threatens permanent damage to the educational experience, careers, and well-being of students, faculty, and staff. Please know that as a faculty member I am committed to supporting survivors of sexual misconduct, including relationship violence and sexual assault. However, University policy also requires me to report any disclosures about sexual misconduct to the Title IX Coordinator, whose role is to coordinate the University's response to sexual misconduct.

Georgetown has a number of fully confidential professional resources who can provide support and assistance to survivors of sexual assault and other forms of sexual misconduct. These resources include:

Jen Schweer, MA, LPC

Associate Director of Health Education Services for Sexual Assault Response and Prevention
(202) 687-0323
jls242@georgetown.edu

Erica Shirley

Trauma Specialist
Counseling and Psychiatric Services (CAPS)
(202) 687-6985
els54@georgetown.edu

More information about campus resources and reporting sexual misconduct can be found at:

<https://sexualassault.georgetown.edu/get-help>

Pregnancy Adjustments and Accommodations

Georgetown University is committed to creating an accessible and inclusive environment for pregnant and parenting students. Students may request adjustments based on general pregnancy needs or accommodations based on a pregnancy-related complication. Specific adjustments will be handled on a case by case basis and will depend on medical need and academic requirements.

Students seeking a pregnancy adjustment or accommodation should follow the process laid out at: <https://titleix.georgetown.edu/student-pregnancy>.

COURSE SCHEDULE

Week	Topic	Required Reading	Assignments
1	Why 'early modern'?	Required: 1. Wiesner-Hanks, <i>Early Modern Europe</i> , Introduction, 1-16.	None

		<p>Explore/examine:</p> <ul style="list-style-type: none"> • Map of Early Modern London (MoEML) • Atlas of Early Printing <p>Additional background:</p> <ul style="list-style-type: none"> • Wiesner Hanks, Chapters 1-4 (any). 	
2	The Reformation I: Luther and Protestantism	<p>Required:</p> <ol style="list-style-type: none"> 1. Wiesner-Hanks, <i>Early Modern Europe</i>, Chapter 5, "Religious reform and consolidation, 1450-1600," 162-185. 2. Janz, <i>Reformation Reader</i>, Chapter 2, "Martin Luther," especially introduction (75-78); and "Ninety-five Theses" (88-93). 	

<p>Explore/examine:</p> <ul style="list-style-type: none"> • Timeline of the Reformation • Tracking the Luther Controversy

<p>Additional background:</p> <ul style="list-style-type: none"> • Janz, <i>Reformation Reader</i>, Chapter 5, "John Calvin," introduction and pages 270-328. • Diarmaid MacCulloch, <i>The Reformation: A History</i> (2005). 	Discussion board post 1 due		
3	The Reformation II: Henry VIII and the Reformation in England	<p>Required:</p> <ol style="list-style-type: none"> 1. Wiesner-Hanks, 172-4 (reread from last week). 2. Janz, <i>Reformation Reader</i>, Chapter 6, "The Reformation in England," 329-376. 3. Why Reform the Church? Henry VIII and the "First" English Reformation <p>Explore/examine:</p>	

		<ul style="list-style-type: none"> • Images at The English Reformation: Tradition and Change • Timeline of the Reformation <p>Additional background:</p> <ul style="list-style-type: none"> • C. J. Sansom, <i>Dissolution</i> (novel). 	
4	The Reformation III: The Catholic Reformation	<p>Required:</p> <ol style="list-style-type: none"> 1. Wiesner-Hanks, <i>Early Modern Europe</i>, 186-199. 2. Janz, <i>Reformation Reader</i>, Chapter 7, "The Counter/Catholic Reformation," 377-432. <p>Explore/examine:</p> <ul style="list-style-type: none"> • Timeline of the Reformation • The Council of Trent <p>Additional background:</p> <ul style="list-style-type: none"> • John W. O'Malley, <i>Trent and all that: renaming Catholicism in the early modern era</i>, 2000. 	Discussion board post 2 due
5	Shakespeare's Merchant of Venice I	<p>Required:</p> <ol style="list-style-type: none"> 1. <i>The Merchant of Venice</i>, Introduction, acts 1-2. 2. Levin and Watkins, "Shakespeare and the Decline of the Venetian Republic." [PDF] <p>Explore/examine:</p> <ul style="list-style-type: none"> • View of Venice in Civitates Orbis Terrarum • The Merchant of Venice, Folger Shakespeare Library 	Research Proposal for Paper 1 due

		<p>Additional background:</p> <ul style="list-style-type: none"> • Summary of the Merchant of Venice • Joanne M. Ferraro, <i>Venice: History of the Floating City</i> (2012). 	
6	<p>Shakespeare's Merchant of Venice II</p>	<p>Required:</p> <ol style="list-style-type: none"> 1. <i>The Merchant of Venice</i>, acts 3-5. 2. James Shapiro, Introduction to <i>Shakespeare and the Jews</i> [PDF]. <p>Explore/examine:</p> <ul style="list-style-type: none"> • James Shapiro, "How were the Jews regarded in 16th-century England?" <p>Additional background:</p> <ul style="list-style-type: none"> • Summary of the Merchant of Venice • James Shapiro, <i>Shakespeare and the Jews</i> (1992). 	<p>Discussion board post 3 due, "A Keyword"</p>
7	<p>Travel and Trade I: New Worlds and Encounters</p>	<p>Required:</p> <ol style="list-style-type: none"> 1. Wiesner-Hanks, <i>Early Modern Europe</i>, Chapter 7, "Europe in the world, 1450-1600," 235-275. 2. Janz, <i>Reformation Reader</i>, "Bartolome de las Casas, A Short Account of the Destruction of the Indies," 435. <p>Explore/examine:</p> <ul style="list-style-type: none"> • Maps of the Fifteenth Century • Mariner's Astrolabe <p>Additional:</p> <ul style="list-style-type: none"> • David Abulafia, <i>The Discovery of Mankind:</i> 	<p>Annotated bibliography 1 due</p>

		<i>Encounters in the Age of Columbus</i> (2008).	
8	Travel and Trade II: The Columbian Exchange	<p>Required:</p> <ol style="list-style-type: none"> 1. Wiesner-Hanks, <i>Early Modern Europe</i>, Chapter 13, "Europe in the world, 1600-1789," 489-538. 2. Cook, "Worldly Goods and the Transformations of Objectivity" [PDF] <p>Explore/examine:</p> <ul style="list-style-type: none"> • The Columbian Exchange • Transatlantic Slave Database <p>Additional background:</p> <ul style="list-style-type: none"> • Lisa Jardine, <i>Worldly Goods: A New History of the Renaissance</i> (1992). • David Eltis and David Richardson, <i>Atlas of the Transatlantic Slave Trade</i> (2010). 	Paper 1 due
9	Material Culture I: Art	<p>Required:</p> <ol style="list-style-type: none"> 1. Timothy Brook, <i>Vermeer's Hat</i>, Chapter 1, "The View from Delft," 1-26. [PDF] 2. Chapter 3, "A Dish of Fruit," 54-84. [PDF] <p>Explore/examine:</p> <ul style="list-style-type: none"> • Vermeer, View of Delft • Vermeer, Girl Reading a Letter at an Open Window <p>Additional background:</p> <ul style="list-style-type: none"> • Anthony Bailey, <i>Vermeer: A View of Delft</i> (2002). 	Research Proposal for paper 2 due

<p>10</p>	<p>Material Culture II: Objects</p>	<p>Required:</p> <ol style="list-style-type: none"> Gerritsen and Riello, "The Global Lives of Things: Material Culture in the First Global Age" [PDF] Karen Harvey, "Barbarity in a Teacup?" [PDF] Laura Gowing, "The Twinkling of a Bedstaff" [PDF] <p>Explore:</p> <ul style="list-style-type: none"> Shakespeare in 100 Objects V&A Collections <p>Additional background:</p> <ul style="list-style-type: none"> Tara Hamling and Catherine Richardson, <i>Everyday Objects: Medieval and Early Modern Material Culture and Its Meanings</i> (2010). 	<p>Discussion board post 4 (Choosing Your Item) due</p>
<p>11</p>	<p>Scientific Revolution I: Telescopes and Microscopes</p>	<p>Required:</p> <ol style="list-style-type: none"> Wiesner-Hanks, Chapter 10, "Cultural and intellectual life, 1600-1789," <i>Early Modern Europe</i>, 372-81. Turner, "The impact of Hooke's <i>Micrographia</i> and its influence on microscopy" [PDF] Westfall, "Science and Patronage: Galileo and the Telescope" [PDF] <p>Explore/examine:</p> <ul style="list-style-type: none"> The Galileo Project Galileo and the Telescope Hooke's Micrographia, 1665 	<p>Annotated bibliography 2 due</p>

		<ul style="list-style-type: none"> • Early Modern Microscopes <p>Additional:</p> <ul style="list-style-type: none"> • Steven Shapin, <i>The Scientific Revolution</i> (1996). 	
12	Scientific Revolution II: The Social Sciences	Required:	

1. Valle, "Reporting the Doings of the Curious: Authors and Editors in the Philosophical Transactions of the Royal Society of London" [PDF]
2. Iliffe, "Foreign bodies: travel, empire and the early Royal Society of London. Part II. The land of experimental knowledge" [PDF]

	<p>Explore/examine:</p> <ul style="list-style-type: none"> • Six Degrees of Francis Bacon • Mapping the Republic of Letters <p>Additional:</p> <ul style="list-style-type: none"> • Michael Hunter, <i>Establishing the New Science: The Experience of the Early Royal Society</i> (1989). 		
13	Women's Worlds I: Women in Science	<p>Required:</p> <ol style="list-style-type: none"> 1. Merry E. Wiesner-Hanks, <i>Women and Gender in Early Modern Europe</i>, Chapter 4, "Learning and Letters" [PDF] 2. Hutton, "Anne Conway, Margaret Cavendish and seventeenth-century scientific thought" [PDF] <p>Explore/examine:</p> <ul style="list-style-type: none"> • Project Vox <ul style="list-style-type: none"> ○ Margaret Cavendish ○ Anne Conway • Digital Cavendish 	Paper 2 due

		<p>Additional background:</p> <ul style="list-style-type: none"> • Lisa Walters, <i>Margaret Cavendish: Gender, Science and Politics</i> (2014). • Sarah Hutton, <i>Anne Conway: a woman philosopher</i> (2004). 	
14	<p>Women's Worlds II: Women's Work</p>	<p>Required:</p> <ol style="list-style-type: none"> 1. Merry E. Wiesner-Hanks, <i>Women and Gender in Early Modern Europe</i>, Chapter 3, "Women's Economic Role" [PDF] 2. Dowd, Introduction to <i>Women's Work in Early Modern English Literature and Culture</i> (2009) [PDF] 3. Crawford and Gowing, "Work" in <i>Women's Worlds in Seventeenth-Century England</i> [PDF] <p>Explore/examine:</p> <ul style="list-style-type: none"> • "What work did women and men do in early modern England?" • Shakespeare in 100 Objects: Spinning Wheel • Shakespeare in 100 Objects: Cauldron <p>Additional:</p> <ul style="list-style-type: none"> • Monica Chojnacka, <i>Working Women of Early Modern Venice</i> (2001) 	
15	<p>Final day of class</p>	<p>No required readings</p>	<p>Presentations on early modern material objects</p> <p>Biography of an early modern object due</p>