Various forms of "paperwork" have drawn increasing scholarly attention as critical material factors in the making of scientific knowledge, whether at the level of the individual scholar taking notes, collating texts, describing specimens, or recording data; communities united by collective textual practices; or institutions, empires, and nation-states for which bureaucratized modes of paperwork constituted an important tool of knowledge production and control. Drawing on the rich resources of rare books and manuscripts held in UW–Madison's Special Collections, this seminar explores such everyday modes and practices of knowledge-making in the course of the sixteenth, seventeenth, and eighteenth centuries. Secondary source readings will represent a range of disciplinary perspectives. The writing requirement for this seminar will be tailored to students' particular needs in their respective programs of study.

By taking this course, students will gain familiarity with current scholarly trends in history of science, print culture, material culture, and archives; expand their analytical and interpretive skills; strengthen their oral and written communication skills; and gain experience working with a variety of print and manuscript materials held in Special Collections. This is a three-credit course. The credit standard for this course is met by an expectation of at least 135 hours of student engagement with the course learning activities (at least 45 hours per credit), which include regularly scheduled seminar meeting times, reading, writing, and other student work as described in the syllabus.

REQUIREMENTS
(a) Take turns leading discussion of assigned readings (the number of these will depend on the number of seminar participants). A 1-page critique/reaction should accompany your discussion.
(b) Take turns identifying and presenting a primary source exemplifying that week’s readings; preferably the source will be one for which Special Collections holds a copy (logistical details to follow).
(c) Present a preliminary prospectus & bibliography to the seminar on Apr 13; please choose a primary or secondary source related to your research to share with the class in advance of your prospectus & bibliography presentation.
(d) Make a formal presentation on Apr 20, Apr 27, or May 4 (details to follow).
(e) Complete 15–20 pages of prose writing in connection with this course, ideally a research paper which relates to the themes of this course, analyzes two or more primary sources, and makes use of some conceptual and/or methodological insight gained through the readings. Such a paper may involve comparison of early modern materials with materials from your own period of interest. Other possibilities include a critical discussion of some historiographical issue in the secondary literature; two or more book reviews (situating the book with respect to existing scholarship and critiquing the author’s use of source material); or a bibliographic survey in preparation for a prelim field. Please meet with us as early as you can in the semester to discuss how you propose to fulfill the writing requirement.
(f) Grading will be based on class participation (~25%), in-class presentations (~25%), and your written work (~50%). All of your written work is due on Wednesday, May 11 at 5:00 pm.
SCHEDULE
*A few readings are posted on the Canvas course website; most are available through the library catalog.

Jan 26

Introductions

Feb 2

Approaches

Feb 9

Writing
- Signed, Sealed, & Undelivered online exhibition, Room 5: *The Material Letter*
Feb 16 Archiving


Sections 1 (“Introduction”), 2.1 (“Cataloguing the eighteenth century”), 3.2 (“Bookishness and the digital image”), 4 (“Beginnings”), and 5.1 (“Partnerships, licensing, and access, 2004–2020”).
- *History of Early English Books Online* [background]

Feb 23 Encrypting – Professor Karen Britland

- *Signed, Sealed, & Undelivered* online exhibition, Room 6: *Unlocking Sealed Letters*

Mar 2 Accounting


Mar 9 Printing

- Stallybrass, Peter. “‘Little jobs’: Broadsides and the printing revolution.” In *Agent of change* (2007), 315–41.

Mar 16  **Spring break** (no class meeting)

Mar 23  **Listing**

Mar 30  **Tabulating**

Apr 6  Professor Lorraine Daston (readings TBA) – Curti Lectures April 7–8

Apr 13  **Prospectus & bibliography due**

Apr 20  **Presentations**

Apr 27  **Presentations**

May 4  **Presentations**

May 11  **Final written work due at 5:00 pm**