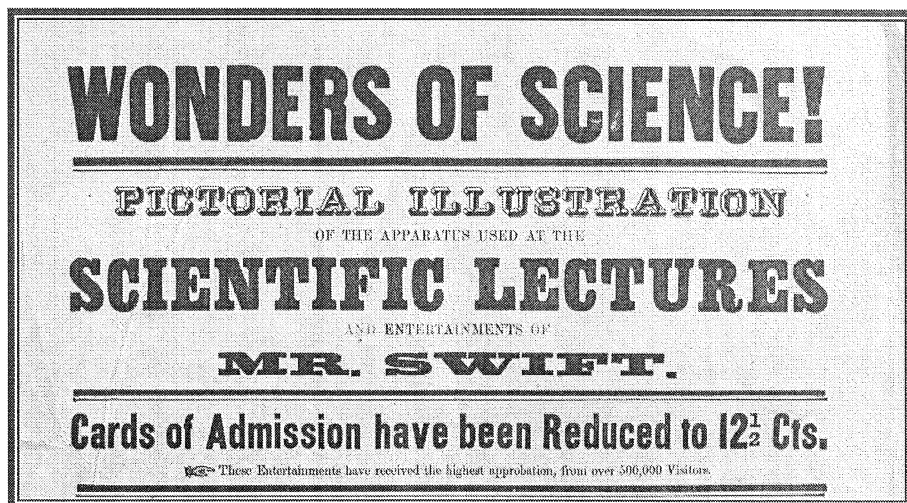


HISTORY OF SCIENCE 350 (fall 2009)
Department of Special Collections
984 Memorial Library
Monday 2:30-5:00 pm



Science on the Eve of Darwin's *Origin of Species*

In this seminar-style course, students will contribute to a library exhibit by selecting, describing, and assessing the importance of scientific research and popularizations of the 1850s. The exhibit, entitled "Science circa 1859: On the eve of Darwin's *Origin of Species*," will showcase holdings of campus libraries and honor the 150th anniversary of the publication of Darwin's book. Students will help plan and install the exhibit and will write exhibit text. The exhibit will be installed in the Department of Special Collections on 11/23/2009 (an online version will appear later). Background readings, discussions, and scheduled bibliographies and drafts will help students focus on critical issues and relevant source materials and produce well-researched and well-written exhibit text. Enrollment limited to 20 students.

R. Rider ▪ 262-2809 (office) ▪ rrider@library.wisc.edu

For important and/or urgent matters, please call 262-2809 between 8 am and 8 pm (my office phone forwards to my cell phone). It is nearly always better for us to talk than to attempt a dialogue via e-mail. Office hours: Tuesday 1-2 pm or by appointment (using WiscCal) ▪ 990 Memorial Library

Expectations

All assignments specified in this schedule are required; for their successful completion they will require readings specific to the assignment. For each of the **Assignments** listed below (also listed in the **Schedule**), you will receive a separate assignment description. All assignment for the course are to be completed before class for the week in question.

You are also expected to attend and participate in every class.

The Learn@UW site for this course will contain announcements (called "Course News"), copies of handouts distributed also in paper form, lists of useful reference sources, and links to other relevant Web sites. In addition to the material on Learn@UW, there will be a class wiki to which you will post your research files (more about that later).

Assignments; grading

For everyone

You are expected to attend class and participate in discussions. Please turn in all written assignments by using the drop box on Learn@UW (not by e-mail) and **on time**. The sequence of assignments is structured carefully to ensure your success in completing them. Because each modest assignment builds on the previous assignments, and because the exhibit resulting from the class's work opens on 11/24/2009, it is essential that you keep up with the work, meet all deadlines, and make thoughtful revisions as required. There will thus be substantial penalties for turning in written assignments after the due date.

No plagiarism. No papers recycled from other classes.

If you have any questions about any assignment, please discuss **by phone** with the instructor well before the assignment is due (**not** the night before and **not** by e-mail).

We will discuss in class sessions the working definitions of the terms in bold below.

Note: Campus policies and advisories at <http://flu.wisc.edu/> and <http://www.secfac.wisc.edu/governance/ReligiousObservancesMemo.htm>.

Assignments for everyone (details on these assignments as we go along)

All assignments are required, but only some will receive letter grades. See more information, including due dates, in the **Schedule** below.

Assignment	%
Selection of 2 more exhibit books (making a total of 3 per student)	*
1-paragraph case narrative	5
Research file with secondary sources	5
1st 1-pager	10
2nd 1-pager	10
3rd 1-pager	10
Longer paper (approx. 5 pages)	25
Case caption	30
Bibliographical citations for all 3 of your exhibit books	*
Suggestions for further reading (derived from your research file)	*
Very short gallery talk	5
Reflections on the process	*

* = required but not graded.

One or two short conferences with the instructor about writing assignments will be required for each student over the course of the term – we will use a new feature of WiscCal to schedule these meetings.

Graduate students and those enrolling for honors credit

Graduate students and undergraduates enrolling for honors credit: please use WiscCal to make an appointment with the instructor by 9/25. An additional 1-pager corresponding to a 4th exhibit book will be required.

Schedule

Date	Assignment due (details to be supplied)	Activities in class
9/14		Introductions. Evaluate sample exhibits. Choose your theme from the list. As time permits, begin looking at pre-selected books.
9/21	Read excerpt from Knight's <i>Age of science</i> (to appear on Learn@UW by 9/15), relevant entry/entries from Heilbron's <i>Companion</i> , pre-selected secondary source (as designated for your exhibit theme – bibliographical details to appear on Learn@UW by 9/15). Bring to class questions about what you read.	Share and discuss questions about what you read. Examine pre-selected book (1 per student) in class. Connect pre-selected book to theme and what you have read.
9/28	Select 2 other exhibit books to add to your case narrative (and to the corresponding exhibit case). Bring to class 1-paragraph case narrative.	Divide into small groups. Each of you will "talk" your preliminary case narrative to your group. The group will only ask questions; you will take notes on their questions and plan (and implement) your revision strategy accordingly.
10/5	Bring to class your revised 1-paragraph case narrative. Read other secondary sources relevant to the case theme and/or the exhibit books. Post the results = your research file.	Examine together the research files; discuss their strengths and areas for improvement.
10/12	Turn in 1 st 1-pager. Be prepared to describe in class one area for improvement in the 1st 1-pager.	Discuss together areas for improvement in the 1st 1-pager.
10/19	Turn in 2 nd 1-pager.	No class
10/26	Turn in 3 rd 1-pager.	Preview, discuss, and modify exhibit layout. Each student will talk briefly about 1 exhibit book.
11/2	Turn in longer paper.	Workshop on producing a case caption from longer paper.
11/9	Turn in case caption.	Divide into small groups; read and critique case captions in small groups. Plan revisions.

11/16	Turn in revised case caption, with complete bibliographical citations for selected books + suggestions for further reading.	Select and flag at least 2 openings/illustrations per book for actual and online exhibit and identify each (form to be provided).
11/23	Come to class ready to install the exhibit!	Install exhibit.
11/30		Review exhibit; modify as necessary. Plan gallery talk; discuss online exhibit based on actual exhibit.
12/7	Prepare for gallery talk.	Gallery talk to invited guests and others. Afterwards, discuss course experience.
12/14	Turn in reflections.	Course evaluations. Adjourn to the Union (instructor's treat).

Readings, reserves

As announced in "Useful reference sources" on Learn@UW, a few works relevant to your research will be placed on 3-hour reserve at College Library; other reference works, including Heilbron, *The Oxford companion to the history of modern science*, can be found in the reference collection (non-circulating) on the 2nd floor of Memorial Library as well as online. A few short excerpts, including excerpts from Knight's *Age of science*, will be posted on Learn@UW.

Much of your effort over the semester will be spent seeking, reading, and reflecting on other exhibit books and secondary sources relevant to your chosen theme. We will talk in class about identifying such exhibit books and secondary sources; I am also happy to work with you in office hours or by appointment (WiscCal!) if you are having trouble finding relevant works.

Note: Wikipedia is not acceptable as a secondary source itself for purposes of your research file, although it may lead you to other relevant print or electronic secondary sources.

Books in Special Collections

The exhibit gives you the opportunity to select and work with rare scientific books, and we are fortunate to have many such rare books available for more detailed examination in the Department of Special Collections; others can be found in Memorial Library or elsewhere in the campus library system. During class we will spend time with many of these volumes, and you will also be expected to look at some of them on your own in the Special Collections Reading Room. Because the Special Collections Reading Room is open M-F 9-5 only, you will need to plan ahead to make sure that you can complete assignments in time.