

LMC 2100 Intro to STAC MW 2-3:15. Skiles 354

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Required Text -book:

Neil MacGregor. *A History of the World in 100 Objects*. Publisher:Penguin. ISBN-10:
0143124153. ISBN-13: 978-0143124153

-in Canvas Files:

selection from Goudsblom Fire&Civ ch 2

selection from Bachelard Psychoanalysis of Fire

selection from McGregor Forging First Nature (this is also available as ebook from library)

The Epic of Gilgamesh

Ong “Some Psychodynamics of Orality” “Writing Restructures Consciousness”

How Language Shapes Thought

Presocratics: Heraclitus

selections from W. Schivelbusch, Tastes of Paradise: A Social History of Spices, Stimulants, and Intoxicants

selection from Blom Nature’s Mutiny

Tom Shippey Blame the Gerbils (re Black Death)

Mumford on Clocks, Painting, Capital

Darwin condensed

Gould on Hutton

Heilbroner on Smith

(c)=reading is on Canvas Files; otherwise it is in the Textbook

Course Objectives/Learning Outcomes: This class introduces the study of science, technology, and culture (STAC) offering models of the complex and interesting ways in which social, cultural, economic, psychological, technological and scientific developments are all entangled with each other. This version of the class will trace the broad outlines of human history, with something of a bias towards the development of techniques and technologies of representation, and consideration of the significant effects of climate change on human societies. The object of the class is for you to become familiar with this history, and for you to apply the models implicit in this material to

contemporary conditions/experiences/objects. NOTE: There are many readings, but most of the readings are brief; you will rarely read more than 45 pages/wk.

Your grade will be determined by a series of assignments linked closely to your reading. Most will require you to read and analyze essays in *The History of the World in 100 Objects*, so you must have that book! I will take late work, but *if an assignment is turned in after it has been discussed in class I will deduct 10% of the points to begin with, after that I will deduct another 10% for every day late.* I expect you all to come to class having done the work and ready to contribute; attendance is therefore important. You can miss three classes no questions asked. After that, a class missed without documentation of a medical problem (via Dean of Students Office) will take **20 points (2%) off** your final grade. Be sure to have your report with you or accessible when you come to class - *I will call on class members to read aloud and to explain their reports, and to take part in discussion - you need to not only to write reports but to present and explain them.*

In this class 90% -100%=A; 80%-89%=B; 70%-79%=C; 60%-69%=D

This is the form most of your assignments will take:

OBJECTS ASSIGNMENTS REPORT TEMPLATE:

TITLE:

Give # of object, **name** as found in text, **dates** as given in text.

IMAGE:

Find image of the object and copy and splice into file. Be sure the image is of the object in the text - that is, check it with your book.

WHAT IS THIS?

give a description of what we are looking at with this image, refer to page numbers when you paraphrase or quote from text. Put page number in ().

WHAT TOPICS DOES MacGREGOR USE THIS OBJECT TO DISCUSS?

Find three non-trivial topics that MacGregor discusses in relation to this object. By non-trivial I mean that it should be a topic of significance; he usually mentions at least three of these even if he does not always go very deeply into them. But he often mentions trivial things, such as references to the British Museum (which is where the objects are kept and where he works). This sort of thing has little do to with the idea of human history in general.

List the topics, and make sure that your descriptions of the topics are accurate and clear (accuracy, and quality of writing do count). You are welcome to quote, and remember paraphrase and quotation must come with page numbers (). When I say "list the topics" be sure you give enough information to give me a sense of what the topic actually involves. Time, Brain, Culture for example would not be adequate as a listing of topics for Object #2.

What if there are only 1 or 2 non-trivial topics or points MacGregor is making? If that is the case, then I will be aware of that and adjust.

INTERESTING SUPPLEMENTAL MATERIAL:

The essays tend to mention things, places, ideas, theories etc. that are not described or shown in detail. Do some supplementary research on something like that and include that in your summary/report. You do not have to research everything that you think needs elaboration; one or two bits of additional info will be fine. DO provide sources for this research (websites, names of books or articles and page numbers, etc.)

CONNECTIONS: After we have done a few objects I will ask you to think about how you might connect a new object to one we have already looked into. What sort of "theme" might different objects exemplify? For example, MacGregor tends to mention things like climate changes, trading, cultural development etc., and of course you may notice some sort of link on your own.

QUESTION(S):

Finish with one or two questions or observations that the object/essay leaves you with – something the essay got you thinking about that would be interesting to explore further. These questions should not simply be questions that you could answer easily via a brief online search – they should be questions that you think will get folks thinking, questions that don't have simple answers but are open questions inviting speculation. They don't have to be directly about the object, but could be about something that the object or the essay causes you to think about.

You should be aware of the services offered by the [Office of Disability Services Links to an external site.](#) and should read the [Georgia Tech Honor Code Links to an external site.](#) Code of Conduct at <https://catalog.gatech.edu/rules/18/> and [Student-Faculty Expectations Agreement Links to an external site.](#). (note: this includes: “students...prepared for class, appearing with appropriate materials and having completed assigned readings and homework” and “full engagement within the classroom, including meaningful focus during lectures, appropriate and relevant questions, and class participation.”)

This is a Core IMPACTS course that is part of the Humanities area.

Core IMPACTS refers to the core curriculum, which provides students with essential knowledge in foundational academic areas. This course will help master course content, and support students' broad academic and career goals.

This course should direct students toward a broad Orienting Question:

- How do I interpret the human experience through creative, linguistic and philosophical works?

Completion of this course should enable students to meet the following Learning Outcome:

- Students will effectively analyze and interpret the meaning, cultural significance and ethical implications of literary/philosophical texts in English or other languages, or of works in the visual/performing arts.

Course content, activities and exercises in this course should help students develop the following Career-Ready Competencies:

- Ethical Reasoning
- Information Literacy
- Intercultural Competence