



**English 217: Reading, Writing, and Digital Culture
(Introduction to Digital Humanities)**

**Lane Community College
English Department
Class Meets Online
Instructor: Anne B. McGrail, PhD**

Office Hours:

Office:

Phone:

Dates to Remember:

Classes Begin: April 3

Last day to receive a refund for classes: 4/9/2017 at 11:59 pm

Holidays: Memorial Day 5/29/2017

Last Day for Schedule Changes (changing to a Withdraw or Audit or Dropping): 5/26/2017

Finals Week: 6/12-6/17 2017

Accessibility and Accommodations:

**To request assistance or accommodations related to disability, contact
Center for Accessible Resources at [\(541\) 463-5150](tel:5414635150) (voice), 711 (TTY)**

Catalog Description:

College-level reading and writing skills (a passing grade in WR 115 or placement into WR 121) strongly recommended for success. This course examines the impact of 21st century technologies and new media on the study of literature and culture and introduces students to the use of digital humanities methods to analyze texts, create new knowledge, and explore new theoretical and ethical considerations in the humanities field.

How our course connects to Lane's [Core Learning Outcomes](#)

THINK: In this course, you will learn language, tools, and approaches to think as a “participant observer” of the worlds of meaning created in networked and digital environments.

ENGAGE: You will engage with a global outlook to consider ethical considerations of computing.

CREATE: You will engage in a collaborative process of reading, creating, making, building, and interpreting texts and objects in digital and analog forms.

COMMUNICATE: Through your blog, your online projects, and in our online discussion forums, you will develop and share new insights into this digital life.

APPLY: Along the way, you will develop a new confidence to be a critical participant in the so-called “age of information” and learn some new digital tools to use in your academic, personal, and professional life.

Themes that drive our course:

- **The Book:** its history, its present, its future

- **Words** get their meaning from other words. What kinds of new reading strategies can we add to traditional “close reading” of books and other works of art?
- **Pattern making and pattern recognition:** “Pattern recognition and pattern building is what we, humans, do and are made of.”—Peter deBolla
 - How can search engines and mapping software help us to create and recognize new patterns and to organize and interpret narrative?
- **Reading and Writing in Old Media and New Media:**
 - What makes “new media” new—and how does it grow old? What influences its emergence, dominance, and decline? What are “dead media”?
 - Where are the traces of print culture in an increasingly paperless society? What do these traces tell us about the influence of technology on culture and power?
 - How do velocity, amplification and format impact our reception of texts?
 - What can blogs teach us about digital interfaces, about permanence and ephemera?
 - How do networked audiences expand and contract online and how can you compose in “collapsed contexts”?
- **Digital Collecting:** Humans save things; we create museums and archives and collections. If you created your own digital museum what would be its focus? What would you curate, collect, save and share? How would you organize your archive? How would you explain its value to others?
- **Digital Diversity:** What are the global impacts of information society on people, on creatures, on the planet? Why is a global outlook important when we consider the effects of computing?
- **Ethics of the digital:** What are the ethics of digital preservation, curation, and archiving? Should everything go digital? How do power dynamics in the analog world differ from those of the digital? How will you represent others ethically online?
- **Ludology:** Why do we love to **play games**? What can playing a digital narrative game teach you about reading a novel?
- **Natural and Synthetic Worlds:** How does digital culture impact how we think of the natural world? What does “born digital” mean? What kind of digital subjects possess “artificial intelligence”? When you look at or talk to a synthetic subject—a robot, a statue, Siri—how does it look at and talk back to you? What is created in this conversation?

Our Modes of Inquiry and Production:

- **Reading**—at a distance and up close
- **Making Stuff**—a blog, a map, a plan, a dead media poster, a synthetic selfie, an archive
- **Breaking Stuff**—turn photos into glitches and perform operations on texts to break down syntax and examine the elements created there
- **Taking Stuff**—take and scan photos, adapt objects from 3D into 2D digital formats
- **Working together** and managing a project collaboratively.

The “Digital Turn.” This course is designed to integrate traditional literature course methods of reading, writing, and analyzing texts with new methods made possible by digital tools. Each week you will learn something new about digital collections, exhibits and methodologies and work collaboratively on tinkering with a digital project. Over the course of the term you’ll use

Omeka to create a digital archive whose focus will reflect your developing understanding of several of this course's themes, tools, and methods.

Active, Collaborative, Participatory.

Grading Policy:

This is an active and collaborative learning course. Your grade will reflect the degree to which you actively contribute to the course and the degree to which you demonstrate your achievement of course outcomes through four major projects:

- **Sandbox Exercises** and Your blog: We have multiple "sandbox" exercises that allow you to try out digital projects. Most of them will involve blogging about your work and/or responding to peers' blogs in the comments section **40 points**
- **Dead Media Poster** **10 points**
- **Emotions of American History** Map **10 points**
- **Distant Reading Project** **10 points**
- **Omeka Archive** **10 points**
- **CHOOSE ONE** of the above projects or any of the mini-projects you blogged about and assign it **20 points** or 20 extra points. If you are really proud of one of your projects or really interested in developing it, or have any other reason to add 20 points this is your choice.
- **Course total=100 points**

REQUIRED Texts and Course Materials:

A COURSE Blogger account for a course-dedicated blog. It's free.

Access to a digital camera and/or scanner. Lane's Library has a media center you can use.

Virginia Woolf, *Mrs. Dalloway*

Other course readings on our Moodle course site.

Weekly access to Moodle for posting. This means if you don't have WiFi at home or where you spend most of your schoolwork time, you'll need to plan to get to Lane's computer labs each week before Monday at NOON to post your projects.

Schedule of Readings and Assignments

Week 1

Getting to Know the Course and Each Other

Setting Up Your Blog

Reading Virginia Woolf, *Mrs. Dalloway*

To stay registered for the course, please sign up for a Blogger blog and post an introduction there. Then post your link to you blog to Moodle.

READ: Virginia Woolf, *Mrs. Dalloway*

SANDBOX EXERCISE 1 AND SANDBOX EXERCISE 2: See instructions in Moodle

FOLLOW: [Spitalfields Daily Blog](#) This is a great blog and will help you learn some of the conventions of blogging.

BLOG: As you read *Mrs. Dalloway*, try out a new reading strategy: curate your own collection of objects/images/sound files to support your reading of the novel, scan them and post on your blog. (See Assignment in Moodle.) We will return to *Mrs. Dalloway* in this course, so don't abandon the novel once you have completed this week's assignment.

Week 2

Encounters with Media

READ:

Moodle Lesson/lecture on Elizabeth Eisenstein, "Some Features of Print Culture." This lecture gives you some main points to consider from this chapter. I strongly encourage you to read the chapter, included as a pdf in the course block.

Read "One History of Blogs" (pdf)

From Marshall McLuhan, *The Medium is the Message*

<http://www.uefap.com/reading/exercise/texts/medium.htm>

Alan Liu, "[Imagining the New Media Encounter](#)"

PROJECT: [Dead Media Research](#) and Poster Session (See Assignment in Moodle)

BLOG: Post your Dead Media Poster to your blog. Explore your peers' posters and comment on them.

Week 3

Using Digital Maps to Observe Narrative and Emotional Patterns

EXPLORE: Two sites: [Mapping Mrs. Dalloway](#); [Mapping Emotions in Victorian London](#) (links in Moodle)

PROJECT: Choose an emotion ([select a word for that emotion](#)) and map where it emerged in print in America using Library of Congress's *Chronicling America Archive* (See Assignment Sheet in Moodle).

BLOG: Post your results and analysis for your Mapping Emotions Project on your blog and post the link to your blog to our course site.

Week 4

Archive It!

READ:

"How to Use Omeka platform"

"Developing and using guidelines for the ethical representation of others."

EXPLORE:

Omeka.net exhibits to get ideas for your archive.

OMEKA ARCHIVE: Set up your Omeka site. Develop a project proposal for a story you want to tell with your archive (See Assignment in Moodle).

BLOG about your progress this week: post your project proposal for Omeka, link to your archive.

Week 5

Distant Reading: How Not To Read a Victorian Novel

READ: "The Slaughterhouse of Literature" and "Conjectures on World Literature" by Franco Moretti

Read Paul Fyfe, "How to Not Read a Victorian Novel"

DISTANT READING PROJECT: Follow Paul Fyfe's Procedure and post your results on your blog and view others' discoveries (See Assignment in Moodle)

OMEKA ARCHIVE: Develop categories for your OMEKA Archive and post one picture or document with a tag for each category.

BLOG about your progress this week: your Victorian Novel discoveries and your Omeka progress.

Week 6

Monumental and Synthetic Selfies

READ: *Public Figures* by Jena Osman

EXPLORE: Poems that Go, "[The Human Text](#)" by Roopika Risam

PROJECT: Take a Monumental Synthetic Selfie and post to your blog (See Assignment Sheet in Moodle)

OMEKA ARCHIVE: Using categories you have developed or updated/added to, post one picture or document with a tag for the each category.

BLOG about your work this week: synthetic selfie and updates to Omeka.

Week 7

Games and Glitches

READ: Affective Ludology and Epistemic Frames

EXPLORE: *Uncle Tom's Cabin* games

EXPLORE: Play *Scary Girl* and blog about it.

PROJECT: Create a Glitch Photo of your Monumental Selfie using <https://snorpey.github.io/jpg-glitch/>

OMEKA ARCHIVE: Continue to build your archive. What is the developing narrative thread? Blog about it.

BLOG about your work this week.

Week 8

Global Digital Humanities Outlook: Digital Ethics and Diverse Perspectives on the Digital

EXPLORE: Postcolonial Digital Humanities, Rewrite Wikipedia, Architectures of Necessity

PROJECT: Create a sketch for a Rewrite Wikipedia project and blog about it.

OMEKA ARCHIVE: Continue to build your archive and blog about it.

BLOG about your progress this week.

Week 9 and Week 10

Scholarly Annotation: Making Past and Present Legible

READ: *DIY: Scholarly Digital Editions*

EXPLORE The Blake Archive, The Emily Dickinson Archive, The Warhol Collection

EXPLORE: Create a mise-en-place for your ideal makerspace. (Assignment sheet in Moodle)

FIND A BOOK: Find an old book at the Goodwill or at home (or use a book you already own or any text you have made)

SCAN: Develop a list of categories for tagging and annotating your DIY edition.

BLOG about your work.

Week 11 Finals Week

OMEKA ARCHIVE Gallery Show: Final Project



First Sandbox Exercise

Work in Your Moodle Groups to Collaboratively Annotate Virginia Woolf, *Mrs. Dalloway*

You are in a group: TREES, BIRDS, FLOWERS, JEWELS

Each group has a link in Moodle with a Google Docs version of Virginia Woolf's *Mrs. Dalloway*. Click on your Google Doc link so that you will get to know the members of your group and work together on this Sandbox Exercise.

1. This week, get to know each other by participating in an online “reading” and annotation of the only novel we will read in its entirety in this class: Virginia Woolf's *Mrs. Dalloway*.
2. You'll spend the week reading this novel and taking notes in two ways:
3. **First**, you'll read **SOLO**: you'll read a **traditional book** in a traditional paper format, taking notes in the book using pen, paper, post-it-notes etc. (Purchase Virginia Woolf's novel, *Mrs. Dalloway*, at the Titan Store or at any book store—any edition of the novel as long as it's the actual novel and not Cliff's Notes etc.)
4. **Second**, you'll go back to the text and use an electronic edition I have posted using Google Docs. We'll work in groups so that you can get to know each other by commenting in the Google Doc.
5. **What does “Collaboratively Annotate” mean?** Each of you should provide some commentary in the “Comments” section of the Google Docs Version of *Mrs. Dalloway*. **Your comments will help** readers such as yourself to understand the novel better. Each of you should aim for 5-10 comments in the novel altogether.
6. **Here are some ideas for the kinds of notes you might write to help readers understand the novel better:**
 - a) Notice the aspects of the text most need **explanation** for a modern audience? (For instance, unfamiliar names, references to places and events, unfamiliar words, historical and political background, information about the author's life, etc.)
 - b) What kinds of information would a contemporary reader (from early in the 20th century) have had which **modern readers** such as yourself no longer possess? (Notice when this novel was written.)
 - c) What would be the most important things to explain for a **new reader**? What would most contribute to an interesting and engaging reading of the text? What do you not need to explain?
 - d) Doc McGrail has made a couple comments in the text to give you a sense of the kinds of comments that would be useful/helpful.

Have fun and play as you read and comment! Do a little internet research to get some substantive comments that will impress your group members and help future readers. This is a warm-up exercise for learning how to use digital methods to annotate a text. Have fun coming up with interesting comments and getting to know each other.



Second Sandbox Exercise

This week read Virginia Woolf's novel, *Mrs. Dalloway*. This novel is remarkable for its treatment of time, but students sometimes have trouble with the novel because of how Woolf handles time in her narrative.

But there are ways to anchor your progress through the temporal (time-bound) aspects of the novel: by paying attention to less abstract, more concrete qualities in the story. As you read *Mrs. Dalloway* this week, focus your attention on the **tactile, visual, and aural (sound) cues** that Woolf provides. These cues can help anchor you, the reader, in the text. They slow you down and help you to see the text more clearly.

When you come upon an object described or a visual description of a location or place or a sound, take note of it. For your blog, collect images (either take pictures or find non-copyrighted images online) or sound files that the novel evokes for you. Think about how they help anchor you in the narrative. Check out Doc McGrail's blog for one example of how you could do this work (<http://docmcgrails217blog.blogspot.com/>)

Post at least 5 of these images/sound files to your blog. For each image/sound file, provide a gloss (explanation):

1. Include the quote and page number from the text that you are connecting to the image or sound file. Also include credit/citations for any documents or files that you are using. Respect copyright and link to files rather than copy if work is copyrighted.
2. Briefly explain why you included each file/image in your blog and how it helps you to track the novel's narrative direction or meaning.
3. To "submit" your work and get credit for this week's post, please post the URL for your blogpost here.

Rubric for Sandbox Exercise:

- Five images/sound files included
- Quote from the text with page number
- Credit/citation links to documents or files used. Respect for intellectual property.
- Explanation/gloss to each image/sound file with brief description of how it helped you with understanding the text.

- Attention to audience for your blog on the web. This does not have to be formal but it is a piece of scholarship and fellow readers of *Mrs. Dalloway* will read it. So follow standards of English spelling, grammar and punctuation appropriate for your post.