

ENG 6081 - TEXTS & TECHNOLOGY IN HISTORY

Spring 2018 (3 CREDITS)

Tues 6:00-8:50 PM

with occasional off-site/off-night events

Burnett Honors College 128

Instructor: Dr. Scot French, Associate Professor, Department of History

Office: Colbourn 415a

Hours: M/T 12-2 p.m. & by appointment

***Please note:** This syllabus is based on a template borrowed from Dr. Mark Kamrath, a T&T Core Faculty member who taught the course previously. I will be updating and revising it throughout the course **with input and feedback from you**. I do not expect the basic structure and policies set for here to change much, but will inform you in advance if any changes are made.*

Course Description and Goals

This course aims to examine the relationship between texts and technology in Western culture. Beginning with the emergence of writing as means of communication, this course will examine the history and role of science, technical inventions, and print as they intersect with written forms of communication and the production, for instance, of literature. In particular, the course will examine the impact of the Internet on culture and the social, rhetorical, and theoretical issues that new media present producers and consumers of texts.

As such, the course has the following goals: first, to understand and appreciate the history of invention and technologies such as the printing press over time; second, to investigate the many forms of “texts” as they emerge in the modern period and are altered by digital media; third, to gain practice in close reading and critical analysis through class discussion and the writing, for example, of a book review or a research paper that might be expanded and submitted to a traditional or electronic journal; and fourth, to gain experience in the intellectual synthesis of course readings and perspectives; and, fifth, to reflect on materials and the world around us in self-critical ways. In all of these goals, the aim of the course is to be as practical and relevant as possible in understanding how texts and technologies have historically intersected with, and influenced, one another—and how that convergence continues, for better or for worse, to be a shaping influence on culture today.

Another aim of the course is to give students **hands-on experience using digital tools and platforms**. We will flesh out the details of this hands-on component during the first three weeks of the course.

Required Texts

- Walter J. Ong, *Orality and Literacy: The Technologizing of the Word*, 3rd ed. London: Routledge, 2012.

- Thomas J. Misa, *Leonardo to the Internet: Technology & Culture from the Renaissance to the Present*, 2nd Ed. Baltimore: Johns Hopkins UP, 2011.
- Jay David Bolter, *Writing Space: Computers, Hypertext, and the Remediation of Print*. 2nd Ed. Abingdon, UK: Taylor and Francis, 2001.
- Richard A. Lanham, *The Economics of Attention: Style and Substance in the Age of Information*. Chicago: University of Chicago Press, 2006
- Christian Vandendorpe, *From Papyrus to Hypertext: Toward the Universal Digital Library*. Champaign, IL: University of Illinois Press, 2011.
- Daniel R. Headrick, *When Information Came of Age: Technologies of Knowledge in the Age of Reason and Revolution, 1700-1850* (Oxford University Press, 2002)
- Julie Thompson Klein, *Interdisciplining the Humanities*. Ann Arbor: University of Michigan Press, 2015.
- Lauren F. Klein and Matthew K. Gold, *Debates in the Digital Humanities 2016*. Minneapolis, MN: University of Minnesota Press, 2016.

Requirements

1.) **Participation:** 10% of grade.

Participation means being in class and “actively learning,” i.e., engaging with reading materials, the teacher, and one’s peers. It means raising questions, sharing insights, and actively and respectfully interacting with others, etc.—i.e., being part of a “learning community.” It means being right about something, wrong, and everything in-between. It means challenging yourself to speak publicly on occasion, and it means knowing when to listen and to let others share their views. Simply being in class, then, on a regular basis will earn you a “C+.” Active participation or improvement in this area will earn you a higher grade as will the thoughtful questions and answers. Participation in small and large group discussions or even online (WebCT) are opportunities for you demonstrate your interest in, and knowledge of, the material—and to exchange perspectives and views. Most students are able to earn a “B” or higher.

2.) **Weekly Blog Posts, Class Discussion/Facilitation:** 30% of grade

Students will write weekly blog-style posts (roughly 400-500 words) in response to the readings or hands-on assignment. Every week, someone will lead class. Leading class discussion involves coming to class with a list of questions and issues, on a handout, that are relevant to the reading assignment and can serve as a basis for discussion. Although I will comment on the reading and discussion itself, you will be primarily responsible for facilitating discussion of the material’s main points.

Near the end of each class meeting, someone will share information about current technology developments as they relate to texts, related media, and issues discussed in class

Your blog posts and related class discussion (25%) will be combined with your leading of discussion (5%). The purpose of both of these assignments is to provide practice in analyzing and synthesizing reading materials alongside ongoing contemporary events or developments.

3.) **Course Portfolio:** 40% of grade (100 points total).

This component of the course includes a combination of short written/oral assignments, such as.

- Annotated bibliography, using Zotero.com, of assigned books/readings for use in core exam prep (15 points).
- 7-10 page “lit review” or “white paper” on topic to be determined in consultation with instructor (60 points)

Late work is not accepted.

4.) **Digital Team Projects:** 20% of grade. Students will serve as participant-consultants on two broadly collaborative digital public history projects:

- Brevard County Veterans Memorial Museum and Military History Museum (Dr. Barbara Gannon, PI)
- Augustine National Cemetery, NCA-UCF Veterans Legacy Program (Dr. Amelia Lyons, PI)

Evaluation will be based on:

- Evidence of contribution to team effort (50% of this section grade)
- Presentation of work at Project Showcase (50% of this section grade)

Students will team up to produce digital or multimedia deliverables using tools most appropriate to the task.

Golden Rule and Grading Policy:

Please see The Golden Rule regarding classroom behavior and diversity. Typically, this means that while disagreement can and will occur during classroom discussions, we all will behave in a civil manner and respect the right of someone to express an opinion that may be different from our own. Avoid sexist, racist, homophobic, or other types of derogatory remarks. “Live, and let live,” in other words.

Plagiarism—and academic honesty and integrity. Often students, even graduate students, plagiarize because they fear trying out their own ideas, they have not left themselves adequate time for an assignment, or they simply don't know how to credit a source. However, plagiarism—the submission of someone else's words or ideas as your own—is a serious offense. You will get an “F” and can fail the course or be disciplined by the university for such action. Like you, I have access to the Internet and ways of verifying use of sources like Wikipedia and what's been cut and pasted—or simply purchased—so the consequences of plagiarizing are not worth the risk. Indeed, papers I suspect are plagiarized will be submitted to <http://www.turnitin.com> (Links to an external site.)Links to an external site. for verification of authorship.

If you have questions about how to document sources, please see me or the Writing Center.

The **grading scale** is as follows:

94-100 = A	4.00	76-73 = C	2.00
93-90 = A-	3.75	72-70 = C-	1.75
89-87 = B+	3.25	69-67 = D+	1.25
86-83 = B	3.00	66-63 = D	1.00
82-80 = B-	2.75	62-60 = D-	.75
79-77 = C+	2.25	59 - = F	.00

Grades will be posted in Webcourses and updated regularly. No incompletes will be given in this course.

Attendance

You get one excused absence in this class—use it wisely, if you have to. Class attendance is expected and is related to participation and academic performance (see above). For university financial aid reporting purposes, I will take attendance in order to verify when individuals have stopped attending class. Taking attendance also helps me learn your name more quickly. The consequences of missing more than one class are at my discretion, but usually involve the lowering of your final grade by one or more letter grades. If you miss five classes (over one month of classes), you will fail the class regardless of what grade you have and the reasons for missing class. If you are not in class, it is your responsibility to obtain missed assignments or notes from classmates. If absent for medical reasons, please document them and, if needed, seek a “medical withdrawal.” Having a “bad semester” for whatever reason is usually a good reason to withdraw from the class.

Students who have perfect attendance will get the "benefit of the doubt" when it comes to a "close grade."

University Writing Center

The University Writing Center is a campus resource that offers free individual and small-group consultations to UCF community members, for any writing in any situation. Our purpose is not merely to fix papers but to teach writers strategies to understand and to navigate complex situations for writing, both in and outside the University. The tutors (also called consultants) are UCF graduate and undergraduate students, all of whom take a comprehensive three-credit course

“Theory & Practice of Tutoring Writing” and participate in ongoing professional development throughout their time at the UCF.

Disability Accommodation

UCF is committed to providing reasonable accommodations for all persons with disabilities. Students with disabilities who need accommodations in this course must contact the professor at the beginning of the semester to discuss needed accommodations. Students who need accommodations must be registered with Students Accessibility Services.

Schedule (SUBJECT TO CHANGE)

The first week of the course and the last will be used for winding things up and then winding them down. The following schedule is “reading intensive,” especially in parts, and subject to revision; it aims to give you a general idea of how the course is intended to shape up. (Note: writing assignments related to readings will usually be assigned the class period before such reading is to be completed.)

Dates	Class Focus	Assignments for next class
Week 1 (Jan 9)		
Add/drop deadline January 12	Course Introduction	Read Richard A. Lanham, <i>Economics of Attention</i> , and post thoughts/questions/comments to your blog by 3 pm on the day of class. Daniel will lead discussion.
Week 2 (Jan. 16)	Guest: Dr. Amy Giroux, CHDR Computer Specialist	Read the remainder of Lanham and post thoughts/questions/comments to your blog by 3 pm on the day of class. Can we come up with a challenge to "update" the book?
Week 3 (Jan. 23)	Guest: Dr. Julian Chambliss, Rollins College (via Skype)	Discussion of Lanham, Pt. 2, plus book reviews. Core reading list review: Keep or ditch? We'll line up books and readings for the next few weeks. Also, I want to check your availability to make a day trip to St. Augustine National Cemetery on Friday, 2. A van will be provided.
Week 4 (Jan. 30)	Guest: Dr. Tiffany Earley Spadoni, History, UCF - Spatial History and Digital Storytelling	Dr. Earley-Spadoni studies fire beacon networks in the Ancient Near East. How is she using new technology to conduct research into the past and share her findings with students and public audiences in the present?

Week 5 (Feb. 6)	SITE VISIT FOLLOWUP	Sprague and reader's choice on selected method
Week 6 (Feb. 13)	READER'S CHOICE	Group 1: BOLTER Group 2: MURRAY
Week 7 (Feb. 20)	Preparation for THATCamp Florida (Saturday, Feb. 24, UCF)	ONG - Mia and Jacob to lead discussion
Week 8 (Feb. 27) Withdrawal deadline March 2		No Class
Week 9 (March 6)	Guest Lecture: Dana Chandler, Tuskegee University Archivist/Asst. Professor, "Lifting the Veil: Tuskegee Archives and Digitization"	READER'S CHOICE - VENZA, KAPTELININ & NARDI, BENJAMIN Note special location: UCF Graduate Student Center Colbourn 146, Presentation Room
SPRING BREAK (March 12-16)		
Week 10 (March 20)		VANDENDORPE
Week 11 (March 27)	Special Guest: Dr. Lori Walters, 3D Modeling	HEADRICK
Week 12 (April 3)		MISA
Week 13 (April 10)		PROJECT WORKSHOP / BIBLIOGRAPHY - TBA
Week 14 (April 17)		PROJECT WORKSHOP / TBA
Project Showcase Tuesday, April 24		

