ENG 6801 ~ Texts & Technology in History

T 6:00-8:50 NSC 112

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Description

This course invites graduate students with an interest in **Digital History** / **Digital Humanities** (**DH**) and, more broadly, **Texts & Technology** (**T&T**) to explore these interrelated fields of theory, practice, and scholarly inquiry through a series of guided readings and collaborative, hands-on research/learning activities. Students will read and discuss core texts and scholarly debates, engage with each other and guest presenters as scholar-practitioners, and apply insights gained to course projects and their own individualized research agendas.

Teaching Objectives:

The course is designed to:

- Introduce students to the interrelated fields of **Digital History, Digital Humanities,** and -- more broadly -- **Texts & Technology in History** through selected/core readings and discussion in the colloquium format (a.k.a "**yack** "), enhanced and enriched by individual and collaborative research/learning activities (a.k.a. "**hack** ")
- Facilitate intellectual exchange and academic social networking among graduate students typically siloed by institutional/disciplinary boundaries
- Prepare participating M.A. and Ph.D. students for comprehensive exams and thesis/dissertation research in History, T&T, and related subfields
- Provide students with hands-on experience using digital **tools and platforms** , particularly those designed to facilitate collaborative research
- Introduce students to **guidelines** for evaluating non-traditional/born-digital scholarship and encourage the writing/submission/publication of DH/T&T project **reviews** .

Assigned Texts

The following books have been ordered through the UCF Bookstore. (Some are available in free, open-access, born-digital editions, where noted):

Anderson, Benedict. <u>Imagined Communities: Reflections on the Orgin and Spread of Nationalism</u>. New York: Verso, 2016.

Birkerts, Sven. <u>Changing the Subject: Art and Attention in the Internet Age</u>. Minneapolis: Greywolf Press, 2015.

Guldi, Jo, and David Armitage. <u>The History Manifesto</u>. (Cambridge University Press, 2014. ==Open Access==: https://www.cambridge.org/core/what-we-publish/open-access/the-history-manifesto#

Graham, Ian, Shawn Milligan, Scott Weingart. <u>Exploring Big Historical Data: The Historian's Macroscope</u>. London: Imperial College Press, 2016. ==Open Access==: http://www.themacroscope.org/2.0/

Headrick, Daniel R. <u>When Information Came of Age: Technologies of Knowledge in the Age of Reason and Revolution, 1700-1750.</u> New York: Oxford University Press, 2000.

Kuhn, Thomas. <u>The Structure of Scientific Revolutions</u> (50th Anniversary Edition). Chicago: University of Chicago Press, 2012.

Misa, Thomas J. <u>Leonardo to the Internet: Technology and Culture from the Renaissance to the Present</u>, 2nd ed. (Baltimore: Johns Hopkins University Press, 2011.

Ong, Walter J. <u>Orality and Literacy: The Technologizing of the Word</u> (3rd Ed.). New York: Routledge, 2012.

Course Structure

The course will be divided into two thematic modules:

<u>I. Texts and Technology in History</u>

       Ong - Orality and Literacy

       Headrick - When Information Came of Age, 1700-1750

Misa - Leonardo to the Internet

Anderson - Imagined Communities

Excerpts from other relevant texts

II. History in the Digital Age / Critically Engaged Digital Practice

Kuhn - Structures of Scientific Revolutions

Birkerts - Art and Attention

Guldi and Armitage - History Manifesto

Graham et al. - Historian's Macroscope

Selected readings in Digital History/Digital Humanities

Debates in Digital Humanities (2016)

Los Angeles Review of Books **- Special Interview Series: The Digital in the Humanities (2016)**

American Quarterly **- Special Issue: Toward a Critically Engaged Digital Practice: American Studies and the Digital Humanities (2018)**

Requirements

1.) **Participation/Class Discussion Leadership**: 15% 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." Participation in small and large group discussions or even online (via Webcourses) are opportunities for you demonstrate your interest in, and knowledge of, the material—and to exchange perspectives and views.

Every week, three students will work as a team to lead class discussion. In addition to preparing questions, they will produce and distribute three documents to share with the class:

- A 1-page biographical sketch of the author, with a list of scholarly publications.
- A review of reviews in scholarly print journals. Reviews can be found via search in JSTOR, Project Muse, and other online repositories.
- A review of social media posts engaging with the author's work. (For example, here is a recent discussion of Walter Ong's *Orality and Literacy* found on Twitter: https://twitter.com/CourtEells/status/1081718205272461312

2.) Weekly Blog Posts/Short Writing Assignments: 40% of grade

As an extension of class discussion, students will write weekly blog-style posts (roughly 500-750 words) based on reading, writing, and research assignments. At least one of these assignments will be a review of Digital Tools and/or Websites, following Journal of American History Web Site Review Guidelines. Examples of reviews from the JAH, the Journal of Digital Humanities, and DH Project will be provided.

4.) **Digital Team Projects**: 20% of grade. Students will serve as participant-consultants on a collaborative Digital Humanities/T&T project informed by the larger educational mission of the NCA-UCF Veterans Legacy Program. Each student will work individually or in a small group to design and build a web-based project component suitable for presentation at an end-of-semester Project Showcase, scheduled for TBA. Students will invite faculty and graduate students to participate in the evaluation process and provide constructive feedback.

5.) Programming Module. Students will participate in a Credit/No Credit learning module designed by T&T students. 10% of grade

4.) **Final Paper or Mixed-Media Presentation w/Annotated Bibliography**: 15% of grade

Students produce a final 7-10-page paper or mixed media presentation (with appropriate documentation, TBD) inspired by the course themes and content.

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.

Don't plagiarize. 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. Papers suspected of plagiarism may be submitted to http://www.turnitin.com 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

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 (more than a 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."

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 Accessibilty Services.