

ENG 486/586 New Media & Digital Culture (Fall 2016)

Professor Kaufman
Email: hkaufman@uoregon.edu
Office: 365 PLC
Office Hours: Wed 10-1 and by appointment

Class Location: 191 ANS & KNIGHT 144
Day/Time: TR 12-1:20
CRN: (486)12117/ (586)12126

How can new media and digital culture revolutionize old media? What can digital culture help us to understand about texts and technologies? And what do digital maps and time lines have to do with nineteenth-century diaries? Taking these questions as our lead, this course will study an unpublished diary Abraham Septimus Lyon kept from 1826-1839. The Diary contains first-hand and sometimes intimate accounts of both Lyon's life in London and his travels around the world. In addition to learning about Lyon's allusions to important cultural and historical contexts, we'll consider the ways new media can be used to forge innovative readings and arguments about literary culture from the past. Working with digital maps, text analysis tools, and online publishing platforms, the class will collaboratively create and publish a dynamic digital map alongside digital exhibit essays that analyze the contexts of Lyon's diary through the lens of contemporary media culture.

This course will prompt us to think critically about the methods of analysis we use to read, preserve, display, and study texts. As we consider the relationships among new media, digital culture, and manuscript writing from the past, we'll assess the benefits, challenges, and limits of our current cultural shift from paper to digital media. This course requires no technical expertise, but you should be willing to experiment with technology, to work collaboratively with other students, and to engage creatively with digital methods of cultural, literary, and textual analysis.

English Department Learning Outcomes

- 1) To read literary and cultural texts with discernment and comprehension and with an understanding of their conventions.
- 2) To draw on relevant cultural and/or historical information to situate texts within their cultural, political, and historical contexts.
- 3) To perform critical, formal analyses of literary, cinematic, and other cultural texts.
- 4) To write focused analytical essays in clear, grammatical prose.
- 5) To employ logic, creativity, and interpretive skills to produce original, persuasive arguments in print and digital media.
- 6) To employ primary and/or secondary sources, with proper acknowledgment and citation, as they contribute to a critical essay's or text's thesis.

Additional Course Learning Outcomes

- 7) To consider the ways that digital tools make arguments, advocate for causes, or visualize cultural and literary concerns.
- 8) To gain experience working collaboratively on a group project
- 9) To gain hands-on experience building a digital research project.
- 10) To practice reading and studying the humanities through the lens of technology.
- 11) To practice reading and studying technology through the lens of the humanities.
- 12) To gain experience following multi-step directions.

Assessment

- 10% Class Participation
- 15% 4 Lists (averaged together)
- 15% Topic Modeling Response Essay
- 20% Collection Development Assignment
- 20% Pre-Writing Assignments (Abstract and Lyon Essay averaged together)
- 20% Final Digital Exhibit Essay

Course Policies

Respect

Everyone enrolled in this course is expected to help foster a community of respect. We will read controversial material and you may find that you don't always agree with a view expressed by a classmate, teacher, author, or text. It is crucial that we listen carefully and contribute respectfully to class discussions. Any activity that disrupts or distracts others from course material is not only rude but may also violate [UO's code of academic conduct](#).

The use of cell phones and social media during class time is prohibited

This prohibition applies to spaces outside of the classroom, such as the bathroom, hallway, or lobby of the classroom building.

Please turn cell phones to vibrate before class begins, and silence electronic equipment capable of interrupting class.

Restrooms should be used prior to or following class

Excessive absences from class for visits to the bathroom are disruptive. If you have a medical situation requiring you to make frequent visits to the restroom during class time please let me know during the first week of the term so that I can make appropriate accommodations to minimize disruptions.

Please plan to attend all classes on time and remain for the duration of the class period

If a one-time situation interferes with this class please let me know in advance. Persistent lateness or early departures are prohibited.

Bring the following to each class: the course syllabus, the book we are studying, copies of assigned reading from Canvas (e-versions are fine), paper for in-class writing exercises, and a writing utensil.

Attendance Policy

Class attendance is mandatory. Your regular attendance is vital to the goals of this course. You may miss two class meetings without penalty. ***Your final grade will drop one-third of a letter grade for each subsequent absence unless you have contacted me and we have agreed on alternative arrangements.*** If you miss a class, it is your responsibility to contact a fellow student to find out what you've missed.

What to do if you are absent

There is no need to email me. I will assume you're using one of your two allotted absences.

More than two absences will result in a lower final course grade (see Attendance Policy).

If your absences are the result of a medical situation **it is your responsibility to provide an official medical note from a doctor.**

It is your responsibility to communicate long-term (more than two missed classes) absences due to medical situations. Specific medical details are private and do not need to be shared. However, you will need to take responsibility by communicating with your professors and by providing medical documentation verifying your absences.

Class Participation

You should expect to participate fully in class discussions by contributing your ideas, asking questions, pointing to passages that interest or confuse you, and by taking notes.

Inclusive Learning Environments

The University of Oregon is working to create inclusive learning environments. Please notify the instructor of this course if there are aspects of the instruction or course design that result in disability-related barriers to your participation. You are also encouraged to contact the Accessible Education Center (formerly Disability Services) in 164 Oregon Hall at 541-346-1155 or uoac@uoregon.edu.

Lecture Notes and Missed Classes

Lectures may not be copied, taped, or videotaped in any manner unless you have documented a communication-related disability with the University and have received permission from the course instructor. Should you miss a lecture or discussion, it is your responsibility to obtain notes from members of the course. Missing class should, however, be a rare event. In no case should you take notes regularly for another student, unless you obtain the professor's approval.

However, comparing notes with a study partner or a small group could assist you with the course and clearly that kind of activity is something I would applaud.

Tutorial Help

Meaningful and successful learning often requires more than students and teachers can accomplish individually. Programs, workshops, courses, tutors, and mentors are among the many resources the Teaching and Learning Center provides to help students with educational pursuits at the University of Oregon. For example, the TLC offers courses, tutorials, and drop-in assistance for students' academic writing. The TLC is located in 68 PLC and their website is <http://tlc.uoregon.edu/>. Please note that any other assistance (beyond the UO TLS office) that you receive on papers, from organizing your paper to identifying your main points, from typing or proofreading papers to editing or revising papers, must be cleared with your professor.

Academic Integrity

The University of Oregon values academic honesty. Students are informed of the University's expectations about conduct and academic honesty when they matriculate. You are here because you clearly have the ability to engage your own mind in rigorous intellectual work. All work submitted in this course must be your own and be written exclusively for this course. Any use of sources (ideas, quotations, and paraphrases) beyond the course lectures and discussion must be

properly documented. Protect the integrity of your own work and others'. In accord with English Department policy, cases of clearly established plagiarism or cheating, a final course grade of "F" will be the minimum penalty; all incidents will be reported to the Office of Student Conduct, as required by the University. Please consult the [UO Conduct Code](#) (including guidelines for citations) for further information about definitions of plagiarism and information on documentation should you need it. See your professor should you have any concerns about documentation and/or academic honesty.

Deadlines and Late Assignments

Course assignments should be turned in by the deadline. Assignments will be docked 5 points for each day beyond the deadline. Emailing written work to the professor is not permitted unless arrangements have been made in advance due to extenuating circumstances.

Questions to consider for all life writing reading assignments:

What are the text's trademark features?

Do you see evidence of an intended audience? Where?

Why do you think the author composed this text? Point to evidence in the text that suggests possible reasons for the author's choice to write it.

How does the text narrate particular places or the movement from one location to another?

Are there moments displaying unusual or unexpected emotions, thoughts, or details?

What makes these manuscripts literary? Define what you mean by literary?

What makes these texts historically significant? Define what you mean by historical?

What makes these texts culturally significant? How is culture different or similar from literature and history (or is it)?

COURSE SCHEDULE

Week 1 Introductions and Overviews

T 9/27 Introduction to the Course (Class meets in 191 ANS)

What is old media?

What is new media?

Consideration of the following words and their relations:
media, mediation, remediation

TR 9/29 Reading/Understanding Historic Diaries, Part I (Class meets in 191 ANS)

Assignments Due On This Day:

1) Familiarize yourself with the [Guide to the Valley of the Shadow site](#)

2) Read

[Augusta: Diary of Robert Hanson Fleming, March 28, 1865-May 16, 1865](#)

3) Read Introduction and first 10 entries of the [Diary of Rachel Cormany \(1863\)](#)

4) Read Steinitz “Chapter 1” and selection from Chapter 2 (“Space, Geographic and Scopic”) (Canvas)

As you read, consider the questions above in the section of the syllabus (page 4) titled, “Questions to consider for all life writing reading assignments”

Week 2 Life Writing & Diaries

T 10/4 Reading/Understanding Life Writing (Class meets in 191 ANS)

Assignments Due:

Read *Narrative of Events by James Williams* (pages 5-37)

DO NOT read any of the introductory material in this volume. For now, I want you to have the experience of reading a nineteenth-century text without the intervention of framing texts, aka “paratexts.”

TR 10/6 A. S. Lyon: Engaged Reading Exercise Part I (Class meets in 191 ANS)

Assignments Due:

1) Print out a copy of A.S. Lyon’s Diary (Canvas)

2) Read the first 20 pages of the diary, highlighting the following on your copy:
--names of people
--names of places
--names of books & plays
--names of significant sites mentioned (buildings, boats--proper nouns)

3) Create List A

4) Mark the entries in the diary that you think are most significant for the style of the writing and/or the content described in that writing. What entries stand out as unusual or especially interesting?

Week 3 Seeing/Reading Through Digital Tools

- T 10/11 A.S. Lyon: Engaged Reading Exercise Part II (Class meets in 191 ANS)
Assignments Due:
- 1) Using your printed copy of Lyon's Diary, read the remaining pages of the text
And highlight the following:
 - names of people
 - names of places
 - names of books & plays
 - names of significant sites mentioned (buildings, boats--proper nouns)
 - 2) Create List B
 - 3) Mark the entries in the diary that you think are most significant for the style of the writing and/or the content described in that writing. What entries stand out as unusual or especially interesting?

- TR 10/13 Topic Modeling Lab: N-gram and Voyant (Class meets in 144 LIB)
Assignments Due:
- 1) Megan R. Brett, "[Topic Modeling: A Basic Introduction](#)"
 - 2) Miriam Posner, "[Very basic strategies for interpreting results from the Topic Modeling Tool](#)"
 - 3) Create List C

Week 4 Data, Research, Contexts

- T 10/18 Data Studies: Determining What Matters (Class meets in 191 ANS)
Assignments Due:
- 1) Read Naomi Cream's "Rev'd Solomon Lyon of Cambridge, 1755-1820"
(Canvas)
 - 2) Read Evelyn O'Callaghan, "Early Colonial Narratives of the West Indies"
(Canvas)
 - 3) Create List D

- TR 10/20 Data Studies: Seeing Arguments (Class meets in 191 ANS)
Assignments Due:
- 1) Topic Modeling Essay due
 - 2) Study [The Whiskey Rebellion Omeka project](#)
(30 minutes; pay close attention to biographical dictionary, exhibit, map, timeline, captions, images, most important events)
 - 3) Study [Staking Claims](#)
(30 minutes; pay attention to the presentation of ideas, the framing of social issues, the correspondence of word and image, etc.)
- Questions to consider for the above: What kinds of arguments can Digital Exhibit Essays make? How do Digital Exhibit Essays use images to tell their stories? How do the images relate to the argument?

Week 5

Omeka

T 10/25 Omeka Lab I: Creating Items, Collections, & Exhibits (Class meets in 144 LIB)

Assignments Due:

- 1) Familiarize yourself with [9/11 Living Memorial Digital Archive](#), paying careful attention to the three building blocks used to organize this site: Items, Collections, and Exhibits.
- 2) Read [Wikipedia article on “Public Domain Image Resources”](#)
- 3) Consult the following list of sources. Take one item from your List C and search in each of the following sites. Collect whatever digital objects you find relating to the item you’ve selected. Save those items in a flash drive. BE SURE TO RECORD THE SOURCE!!
[British Library](#) Images,
[British Library maps](#),
[University of Oxford Open Source page](#)
[NYPL Images and Maps Collections](#)
[Legacies of British Slavery](#)
[Proceedings of the Old Bailey](#)
Sites listed in the [General Collections section of this Wikipedia article](#)

TR 10/27 Omeka Lab II: Data Collection & Curation (Class meets in 144 LIB)

Assignments Due:

- 1) Complete the Collection Development Assignment.

Week 6

Reading Old and New Media

T11/1 Reading Old and New Media (Class meets in 191 ANS)

Assignments Due:

- 1) N. Katherine Hayles, “How We Read: Close, Hyper, Machine” (Canvas)
- 2) Lisa Gitelman, “Introduction: Media as Historical Subjects” (Canvas)

TR 11/3 Can We Read Old *and* New Media? (Class meets in 191 ANS)

Assignments Due:

- 1) Nicholas Carr, “The Juggler’s Brain” (Canvas)
- 2) Alain Giffard, “Digital Readers’ Responsibilities” (Canvas)

Friday 11/4 Lyon Essay Abstract Due. Upload to Canvas by 5 PM

Week 7 Understanding (Digital) Place

T 11/8 Studies in Place I (Class meets in 191 ANS)

Assignments Due

- 1) [“London 1800-1913”](#) from Proceedings of the Old Bailey
- 2) [“Dirty Old London”](#) (on podcast or written, whatever you prefer)

As you read these sites consider what they help us to understand about Lyon’s Diary. What, if anything, do they illuminate about the Diary? Does Lyon’s Diary offer a counter perspective on the world of London in his day that these articles fail to address? Come to class prepared to think about Lyon’s Diary in relation to these essays and sites.

TR 11/10 Studies in Place II (Class meets in 191 ANS)

Assignments Due:

- 1) [Mapping Emotions in Victorian London](#) (spend 30 minutes studying this site)
- 2) Trevor M. Harris, “Deep Geography—Deep Mapping” (Canvas)
- 3) [Torn in Two](#)

Week 8 Annotating Place in Time

T 11/15 Omeka Workshop: Building our Timeline/Map (Class meets in 144 LIB)

Details of our project will be announced closer to the date

TR 11/17 Map/Timeline: More Map Building (Class meets in 144 LIB)

Details of our project will be announced closer to the date

Friday 11/18 Lyon Essay Due. Upload to Canvas by 5 PM

Week 9 Digital Exhibit Essays

T 11/22 Scholarly Essays: Content and Context (Class meets in 191 ANS)

Assignments Due:

- 1) Diana Paton, “Introduction” and “Note on the Text” (can be found in your copy of James Williams, *A Narrative of Events*)

TR 11/24 Thanksgiving Holiday; no class

Week 10 Building Digital Exhibit Essays

T 11/29 Defining the Genre/Making an Exhibit (Class meets in 191 ANS)

Assignments Due:

- 1) [Best Foot Forward](#)
- 2) [In Focus: The Evolution of the Personal Camera](#)

TR 12/1: In-class Technology Workshop (Class meets in 144 LIB)
Assignments Due:
Bring to class the images you plan to include in your Exhibit Essay and your revised Narrative Edition of the Final Essay.

Monday 12/5 Digital Exhibit Essay Due. Upload to Canvas by 5 PM

Description of Course Assignments

PLEASE NOTE: ALL WRITTEN WORK SHOULD BE UPLOADED TO CANVAS BY THE DEADLINE

Lists: You'll be asked to create a number of lists. This activity is what we call "data creation" and is rooted in careful close reading and parsing of texts. You will want to create your lists in a Word document. Once complete, upload each list to Canvas. Your lists will be evaluated on the degree of thoroughness used to create it. This assignment is aimed at helping you generate "data" about the activities Lyon describes. Of course he is probably doing all kinds of things that he leaves out of his Diary. The data you collect, however, will give us a sense of which activities he thought were important enough to mention, describe, complain about, etc.

List A (due 10/6): As you read the first half of Lyon's Diary compile a list of activities Lyon describes or mentions. Be sure to mark the page number after the item on the list. A list might look something like this:

Jump roping (12)
Walking (22)
Gambling (22)
Dancing (24)

List B (due 10/11): Continue to compile a list of activities, only this time your list should come from the second half of the Diary.

List C (due 10/13): When you read Lyon's diary you'll highlight people, place names, book & theatre references, significant places, and any other proper nouns you think are important. List C will be made up of all of the items you highlighted.

List D (due 10/18): This list will consolidate all items from List A and List B. It should not include items on List C unless there's overlap, such as the name of the place where Lyon takes riding lessons—a reference that recalls a place and an activity (horse riding).

Topic Modeling Response Essay (due 10/20)

How did the Topic Modeling exercise help you to “re-see” Williams’s narrative? What did it enable you to see differently than more conventional readings? What features of the text were muted or silenced by the digital reading tools? Be sure to draw from examples and specific details in your discussion of what it means to “See through texts” using Voyant. Essays should be 2 pages in length (Word, Times New Roman 12 pt. Font, page numbers, name at the top of the page, one-inch margins). Assignments will be evaluated based on clarity of your writing, the degree to which you’ve organized sentences into coherent paragraphs, and your success in pointing to clear examples to demonstrate your ideas.

Collection Development Assignment (due 10/27)

First: Each person in the group will create a Word document containing 2 digital objects that represent items from List C or List D from your group’s assigned section of the Lyon Diary. If you have three people in your group, then your group will generate and contribute a total of 6 digital objects to our Omeka class collections. Obviously if your group is larger or smaller than three people the size of the documents you contribute to our classroom collection will shift. I’m asking each group to draw from a particular section of the Diary to prevent redundancy or overlap. The goal of this assignment is to generate a range of digital objects from across the span of the Diary rather than multiple objects from the same section. A more diverse range of objects will enable you to create stronger Digital Exhibit Essays.

For each object you collect you should include the following information: Item type; source where you found the digital object (such as NCCO); a copy of the digital object; the title of the object (“Hail to the Queen”); the name of the creator (Jon Stewart); other important sources (such as, a relevant website with information about the content or history of the object); and the year of creation (if known). I’ve included an example below of the ship that carried Lyon to Jamaica so that you’ll have a model to follow.

Second: Upload your Word document (with at least two objects) to Canvas as a Word file.

Third: Upload all five (or more) digital objects to our class Omeka site as “items” paying careful attention to use accurate metadata standards for each. You will therefore need to upload one item at a time. And you will need to create Dublin Core metadata details for each item. This part of the assignment will be graded on your accuracy in presenting metadata correctly. The following link will be a useful reference as it describes all the relevant metadata fields.

<http://dublincore.org/documents/usageguide/elements.shtml>

Here’s my example of what each entry should look like in your Word document:

Item Type: Painting

Title of Work: *HMS Barham at Malta on 25 September 1833*

Author/painter: James Kennett Willson

Date of creation: 1833

My Source for the Image: [https://en.wikipedia.org/wiki/HMS_Barham_\(1811\)](https://en.wikipedia.org/wiki/HMS_Barham_(1811))

Details I found on other sources: ----

https://commons.wikimedia.org/wiki/File:HMS_Barham_at_Malta_on_25_September_1833.jpg

[The London Gazette - Part 1 - Page 321 - Google Books Result](https://books.google.com/books?id=2xpKAQAAMAAJ)

<https://books.google.com/books?id=2xpKAQAAMAAJ>

1842 - Gazettes

Assistant-Surgeon James Shcils, M.D. from the 36th Foot. ... First Lieutenant and Adjutant **James Kennett Willson** to be Captain, vice Henry Bennett, deceased.

(The above tells me that this painter was also a sailor and a captain. This is the kind of detail that can be researched further for anyone interested in writing about Lyon's travels, maritime culture in Lyon's diary, the significance of Lyon's ship, the HMS Barham, etc...



The final course project—a Digital Exhibit Essay—has two parts: Pre-Writing (which includes an Abstract and an essay on Lyon’s Diary) and a Digital Exhibit Essay (which will build on/revise your Lyon Essay to include a multi-media Exhibit Essay in Omeka). Details about each of these assignments appear below.

Pre-Writing Assignments

A. The Abstract (11/4 by 5:00 PM)

The abstract will have two parts: (1) A statement (one full page, double spaced, one-inch margins, Times New Roman Font 12 point) in which you provide an overview of your planned essay and (2) a bibliography. Your Bibliography can come from any of the materials assigned in this course or from reputable secondary sources. Please consult the Professor if you wish to consult sources not listed on this syllabus.

Abstracts should include the following:

- What question or issue do you want to illuminate or address in your Digital Exhibit Essay?
- Why is this question or issue important to our understanding of Lyon’s Diary?
- How will you address this question/issue? What images will you use? What sub-topics will you consider in your discussion and analysis?

Bibliographies must integrate at least three sources of scholarship taken from materials listed on the syllabus. They should also follow MLA formatting guidelines. You can find formatting information on [Purdue site’s page on Citing Electronic Sources](#).

B. Lyon Essay (due Friday, 11/18 by 5PM)

In this stage you will write the essay portion of your final Digital Exhibit Essay assignment. Essays should be 6 pages in length (minimum), created in Word, and uploaded to Canvas by the deadline. See the list below for topics. Your essays should make a clear argument about how we might interpret a cultural, literary, or media-related feature of Lyon’s diary. Essays should point to specific examples from the text to support your thesis. All essays should include a bibliography.

Final Digital Exhibit Essay (due Monday, 12/5 at 5PM on CANVAS and OMEKA)

This assignment will build on your Lyon Essay by **integrating at least 3 digital objects** from our class collections on Omeka to help you advance and support your ideas. If you don’t find objects you need from our class collection please feel free to create new ones, uploading them according to the Omeka metadata standards you used in your “6 Item or More” Assignment.

Omeka essays will be evaluated on the strength of the thesis statement, your ability to write clear sentences and to organize them into coherent paragraphs, and your success in developing a persuasive argument with supporting evidence. Digital Exhibit Essays will also be evaluated on your integration of word/image correspondence. How well does the digital object illuminate the content in the narrative where it appears (is it well placed?). How well does the narrative illuminate the content of the image? How well do you integrate the object into your discussion?

Your completed Omeka essay should appear on The Lyon Archive by Monday, 12/5 at 5PM. You should also submit a Word document (just a single page is fine) to Canvas by the due date. The Word document should contain the url for your Omeka exhibit. If you neglect to upload a page with your url onto Canvas I will be unable to grade this project.

You will complete a Digital Exhibit Essay that focuses on a feature of Lyon's writing or presentation of a cultural contexts in his Diary (See list below for possible topics). Your essay will be created as an Omeka Exhibit that will draw from the collections we've created as a class. If you find additional objects not included in our collection you may add them as you see fit. Our class collection can grow to address the topics the class finds interesting and worthy of study.

Essays should accomplish the following:

- 1) It will weave together the Lyon Essay with multi-media objects;
- 2) It will make a persuasive argument about the topic you've selected;
- 3) It will present an argument that helps us to interpret or understand Lyon's diary;
- 4) It will include at least three digital objects from our class's collections and items.

Possible Essay Topics: The following is not an exhaustive list of topics. If you wish to write on something not included on this list please discuss the topic with the instructor:

- Nineteenth-century London literary culture
- Diaries in early nineteenth-century culture
- The London Stage (1800-1850)
- British Maritime Culture (1800-1850)
- British Travel (1800-1850)
- Lyon's depictions of relations between England and Jamaica read in cultural context
- British slavery and Lyon's Diary
- Anglo-Jewish culture in the Diary
- Illness and health in the Diary
- The Diary and Lyon family history
- Gambling in Lyon's Diary
- Game Culture in early nineteenth-century British culture
- Trans-mediation: Translating forms
- Digital Remediation and the Diary
- Manuscripts as a Media Form
- Studies in Place and Time in Lyon's Diary

Please Note: Essays that receive a grade of A- or better have the options of being displayed permanently on the Lyon Archive. Essays that receive a grade of B+ or lower will not be made public. If you receive a grade of B+ or lower and you wish to revise your essay so that it can be included as a permanent exhibit in the Lyon Archive, please consult with the Professor. I'm **very** happy to work with you on your revisions so that your work can be published in the Archive.