ENG 470/570: Technologies & Texts Capstone (CRN 33658/ 33779)

IMPORTANT INFORMATION
Class meetings: Tuesdays and Thursdays, 2:00-3:20 p.m. in Tykeson Hall 140
Office Hours: Wednesdays, 11:00am-2:00pm on Zoom
Instructor: Professor Mattie Burkert (she/her/hers) | mburkert@uoregon.edu | 541.346.0272

COURSE DESCRIPTION
This project-based capstone experience is an opportunity for students to bring together all the skills and knowledge they have developed while completing the Digital Humanities minor. The initial weeks of the course will provide a firm foundation in organizing research materials using Collection Builder—an open source tool allows you to keep working on and hosting your project online (for free!) after graduation. As a group, we will use Collection Builder to curate a set of archival materials related to the history of urban planning and environmental racism in the Eugene-Springfield community. From there, students will have the option to continue the group project in collaboration with local nonprofit organization Beyond Toxics, transforming the collected materials into a digital storytelling project such as a story map, a podcast, a timeline, or an interactive narrative. Students who prefer to focus on an individual project will be supported through the same iterative design process—ideating, planning, prototyping, workshopping, and ultimately sharing their work—in parallel with those contributing to the group project. Together, we will foster and reflect on a practice of critical making that combines original research, analytical thinking, and hands-on digital creation.

LEARNING OUTCOMES
In this course, you will...
- Reflect critically on how digital archives, datasets, interfaces, and tools operate, including how they model information, make arguments, and shape user experiences;
- Develop a humanities project that leverages digital tools ethically and thoughtfully to preserve, engage with, and produce new knowledge about culture;
- Manage digital research materials, outputs, and workflows effectively;
- Create project documentation that follows best practices for reproducibility;
- Gain or sharpen skills around troubleshooting, debugging, and problem solving; and
- Learn to collaborate effectively as part of a team.
REQUIRED MATERIALS
You will need access to a laptop computer that you can bring with you to all of our class sessions (let me know in week 1 if this will be an issue; we can try to arrange a loaner through UO). You will also need day-to-day access to Internet with web browser, Canvas, Zoom, and your UO email account. All assigned readings, videos, etc. are available free to you through the open web, the UO library, and/or our Canvas site. See the weekly modules and the class schedule for access links.

WORK EXPECTATIONS

Major Assignments
The following major assignments are designed to build towards your individual or group digital project. Each will earn an initial score of exceeds, meets, or does not meet expectations, according to the criteria on the assignment prompt:

• Project pitch (week 4)
• Project proposal and bibliography (week 6)
• Project prototype (week 8)
• Presentation (week 10)

In addition to these formal graded assignments, you will also be expected to complete surveys, participate in discussion boards, produce reading annotations, engage in peer review of classmates’ work, contribute to shared class notes, and partake in other informal forms of engagement and assessment, all of which will be graded complete/incomplete.

Your course letter grade will be based on your final project portfolio, which you will submit in week 11. This portfolio will consist of:

• annotated and/or revised versions of all of the major assignments
• the final version of your project
• a short (2-page) essay reflecting on your learning and growth in the class
• evidence of your ongoing engagement in the course

Additional Assignments for Graduate Credit
Students approved to take this course for graduate credit (i.e. as ENG 570) will complete all of the above requirements, and in addition:

• Prepare additional readings for each class session as listed on the course schedule
• Contribute to the group project as well as completing an individual project
• Write a longer (5-page) final reflection that incorporates scholarly sources
• Lead all or part of a class session
Minimum Requirements for Course Credit
To earn a passing grade in this course (D or above), you must attend 14 of our 19 live class sessions and submit the following three assignments, meeting minimum expectations for each:

- project proposal and bibliography
- project prototype
- final portfolio

COURSE POLICIES

Late Work
All of the assignments in this class are designed to be low-stakes and build on one another; therefore, they must be completed on time in order to contribute meaningfully to your learning and others’ learning.

For ONE of the three assignments required to pass the course (project proposal and bibliography; project prototype; final portfolio) you may choose to use ONE free 48-hour extension without explanation or penalty. Simply comment in the Canvas assignment submission indicating that you are using your one free extension. There is no need to email me or to make a formal request.

Attendance
Attending 14 of our 19 live class sessions is a requirement to pass the course. Given the project-based learning approach in this course, however, missing more than one or two class sessions will have a significant impact on your own and others’ learning.

If you need to miss class, you must complete a Canvas survey logging the absence and indicating how you are catching up on what you missed. Although you are welcome to email me to give a head’s up about anticipated absences or to ask questions that arise as you review the material, an email exchange is NOT a substitute for this REQUIRED absence logging. In addition, it is your responsibility to review the shared notes for that day and catch up with your base group on the material you missed.

Participation
Your active engagement in this class matters for your own learning as well as for the contributions you can make to the learning of others. You are expected to:

- check the course Canvas site and your UO email account regularly for announcements and updates;
- prepare any assigned reading or homework before class on the date indicated;
- read actively, taking notes about any questions, comments, or thoughts you might raise in class;
- remain alert, engaged, and thoughtful throughout class;
• and participate fully in group discussions and activities. Speaking up during class is easier for some than others. I will offer a variety of opportunities to participate in different modalities, but please do check in with me if you are unsure how to enter the conversation.

Content and Class Culture
The materials and subjects we study in this course will be challenging and will address controversial subjects, including racism, misogyny, heterosexism, and ableism. These issues will resonate differently for each of us depending on our own identities and experiences. In order to learn alongside and from one another, I ask that we all practice active listening and empathy. With that said, I have zero tolerance for hate speech, stereotypes, slurs, or harassment, and I will make a point to recognize and "call in" more subtle forms of harm. If our class culture impedes your learning in any way, I hope you will feel safe speaking with me about it.

Privacy
It is your ethical responsibility to respect the privacy of your classmates and what they share in class and online. It is prohibited to screenshot or record and repost material from this course on social media, even if names/identities are anonymized, without written permission from the instructor. No personally identifiable information, such as street addresses, phone numbers, or email addresses should be posted on our course sites (Canvas, GitHub, CollectionBuilder, etc.), nor should any discussion of grades.

Accessibility
I work hard to create accessible and inclusive learning environments, and I strive continually to improve. Please notify me if there are aspects of the instruction or design of this course that result in barriers to your participation. You are also encouraged to contact the Accessible Education Center in 360 Oregon Hall at 541-346-1155 or uoaec@uoregon.edu.

DEPARTMENTAL AND UNIVERSITY POLICIES

Honoring Native Peoples and Lands
The University of Oregon is located on Kalapuya Ilihi, the traditional indigenous homeland of the Kalapuya people. Following treaties between 1851 and 1855, Kalapuya people were dispossessed of their indigenous homeland by the United States government and forcibly removed to the Coast Reservation in Western Oregon. Today, Kalapuya descendants are primarily citizens of the Confederated Tribes of Grand Ronde and the Confederated Tribes of Siletz Indians, and they continue to make important contributions to their communities, at UO, and across the land we now refer to as Oregon.

In following the Indigenous protocol of acknowledging the original people of the land we occupy, we also extend our respect to the nine federally recognized Indigenous nations of Oregon: the Burns Paiute Tribe, the Confederated Tribes of the Coos, Lower
Umpqua and Siuslaw Indians, the Confederated Tribes of the Grand Ronde, the Confederated Tribes of Siletz Indians, the Confederated Tribes of the Umatilla Indian Reservation, the Confederated Tribes of Warm Springs, the Coquille Indian Tribe, the Cow Creek Band of Umpqua Tribe of Indians, and the Klamath Tribes. We express our respect to the many more tribes who have ancestral connections to this territory, as well as to all other displaced Indigenous peoples who call Oregon home.

Basic Needs
Your safety and wellbeing impacts learning. Please contact resources that can help you to thrive and let me know if you need any help connecting. Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, is urged to contact the Dean of Students Office (346-3216, 164 Oregon Hall) for support. The UO Basic Needs Resource Guide also includes resources for food, housing, healthcare, childcare, transportation, technology, finances, and legal support.

Mental Wellbeing
Life in college can be very complicated. Students often feel overwhelmed or stressed, experience anxiety or depression, struggle with relationships, or just need help navigating challenges in their life. If you’re facing such challenges, you don’t need to handle them on your own—there’s help and support on campus. As your instructor if I believe you may need additional support, I will express my concerns, the reasons for them, and refer you to resources that might be helpful. It is not my intention to know the details of what might be bothering you, but simply to let you know I care and that help is available. Getting help is a courageous thing to do—for yourself and those you care about.

University Health Services help students cope with difficult emotions and life stressors. If you need general resources on coping with stress or want to talk with another student who has been in the same place as you, visit the Duck Nest (located in the EMU on the ground floor) and get help from one of the specially trained Peer Wellness Advocates. University Counseling Services (UCS) has a team of dedicated staff members to support you with your concerns, many of whom can provide identity-based support. All clinical services are free and confidential. Find out more by calling 541-346-3227 (anytime UCS is closed, the After-Hours Support and Crisis Line is available by calling this same number).

Academic Integrity
The University Student Conduct Code defines academic misconduct. Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct. By way of example, students should not give or receive (or attempt to give or receive) unauthorized help on assignments or examinations without express permission from the instructor. Students should properly acknowledge and document all sources of information (e.g. quotations, paraphrases, ideas) and use only the sources and resources
authorized by the instructor. If there is any question about whether an act constitutes academic misconduct, it is the students’ obligation to clarify the question with the instructor before committing or attempting to commit the act. Additional information about a common form of academic misconduct, plagiarism, is available here. Cases of clearly established plagiarism or cheating will result in an assignment grade of “0” as a minimum penalty; all incidents will be reported to the Office of Student Conduct and Community Standards, as required by the English Department and University.

Reporting of Discrimination, Harassment, and Abuse
Any student who has experienced sexual assault, relationship violence, sex or gender-based bullying, stalking, and/or sexual harassment may seek resources and help at safe.uoregon.edu. To get help by phone, a student can also call either the UO’s 24-hour hotline at 541-346-SAFE [7244]. Students experiencing any other form of prohibited discrimination or harassment can find information and resources at investigations.uoregon.edu or contact the non-confidential Office of Investigations and Civil Rights Compliance at 541-346-3123 or the Dean of Students Office at 541-346-3216 for help. As UO policy has different reporting requirements based on the nature of the reported harassment or discrimination, additional information about reporting requirements for discrimination or harassment unrelated to sexual assault, relationship violence, sex or gender based bullying, stalking, and/or sexual harassment is available in the Employee Responsibilities section of the Office of Investigations and Civil Rights Compliance website.

The instructor of this class, as a Student Directed-Employee, will direct students who disclose sexual harassment or sexual violence to resources that can help and will only report the information shared to the university administration when the student requests that the information be reported (unless someone is in imminent risk of serious harm or a minor). The instructor of this class is required to report all other forms of prohibited discrimination or harassment to the university administration. UO employees, including faculty, staff, and GEs, are mandatory reporters of child abuse. This statement is to advise you that your disclosure of information about child abuse to a UO employee may trigger the UO employee’s duty to report that information to the designated authorities. Please refer to the following link for detailed information about mandatory reporting: Mandatory Reporting of Child Abuse and Neglect.

**COVID-RELATED POLICIES**

**Academic Disruption**
In the event of a campus emergency that disrupts academic activities, course requirements, deadlines, and grading percentages are subject to change. Information about changes in this course will be communicated as soon as possible by email, and on Canvas. If we are not able to meet face-to-face, students should immediately log onto Canvas and read any announcements and/or access alternative assignments. Students are also expected to continue coursework as outlined in this syllabus or other instructions on
Canvas. In the event that the instructor of this course has to quarantine, this course may be taught online during that time.

**Staying Safe in Classes**
As the University of Oregon continues in-person instruction, instructors and students play a key role in keeping our community healthy and safe. To prevent or reduce the spread of COVID-19 in classrooms and on campus, all students and employees must:

- Comply with [vaccination policy](#)
- [Wash hands](#) frequently
- Complete daily [self-checks](#) and stay home/do not come to campus if feeling [symptomatic](#)
- Individuals with no symptoms or mild symptoms can get tested at McArthur Court through UO's Monitoring and Assessment Program. Masks are required at COVID-19 testing sites including in line outside.
- Visit the [Exposure Scenario page](#) page for information on reporting cases.

**Support**
The following resources are available to you as a student.

- [University Health Services](#) or call (541) 346-2770
- [University Counseling Center](#) or call (541) 346-3277 or (541) 346-3227 (after hrs.)
- [MAP Covid-19 Testing](#)
- [Corona Corps](#) or call (541) 346-2292
- [Academic Advising](#) or call (541) 346-3211
- [Dean of Students](#) or call (541)-346-3216

**Flexibility**
We are in the midst of a national crisis of historic proportions that affects us each. Individually and collectively, the members of this class are facing challenges related to health and wellness, caregiving, travel and immigration restrictions, supply shortages, shipping slowdowns, employment instability, food insecurity, Internet connectivity, and other variables. I am committed to empathy, flexibility, and equity as we work together to help everyone in the class meet its core learning goals.

**SCHEDULE**
The most up-to-date version of the weekly schedule is always the version on Canvas. You may also consult this [spreadsheet](#) for a tabular view. If you notice an inconsistency, please email me right away; while awaiting my response, assume the version on Canvas is correct. If you notice an inconsistency within Canvas, let me know, and rest assured I will resolve it in a student-centered way.
**Week 1**

**Tu 3/29**
Welcome & Introductions; Hypothes.is *(Class today is available both live in person and on Zoom)*
- Pre-reads (all): Syllabus
- EVENT: Beyond Toxics webinar, 7:00 p.m. on Zoom

**Th 3/31**
Maker culture *(No live class – Prof. Burkert is at a conference – complete discussion board and survey instead)*
- Pre-reads (all): YouTube makers playlist
- Pre-reads (570): Whitney Trettien, *introduction to Cut/Copy/Paste*

**Week 2**

**Tu 4/5**
Intro to group project *(Class today is live on Zoom)*
- Pre-reads (all): Beyond Toxics, “*Beautician Turned Environmentalist*”; Watch recorded lecture from Eng 250; Review 250 data & pitches
- Pre-reads (570): Sharon Mattern, “*Gaps in the Map*”

**Th 4/7**
Documentation and preservation *(Class today and hereafter is live in person unless otherwise communicated)*
- Pre-reads (570): Christine Barats, Valerie Schafer, and Andreas Fickers, “*Fading Away...*”

**Week 3**

**Tu 4/12**
Data curation and interoperability
- Pre-reads (all): Katie Rawson and Trevor Munoz, “*Against Cleaning*”
- Pre-reads (570): Johanna Drucker, “*Humanities Approaches to Graphical Display*”; Matthew Lavin, “*Why Digital Humanists Should Emphasize Situated Data over Capta*”

**Th 4/14**
Digital archives; Collection Builder
- Pre-reads (all): Dorothy Berry, “*The House Archives Built*”; Archives for Black Lives; DPLA on Harmful Content
- Pre-reads (570): Collection Builder on GitHub
- EVENT: Miriam Posner lecture, 3:30 or 4:00 p.m. (exact time and location TBD)
**Week 4**  
**Tu 4/19**  
Reverse-engineering digital projects  
- Pre-reads (all): Miriam Posner, "How Did They Make This?"; explore list of sample projects  
- Pre-reads (570): Julie Thompson Klein, "The Boundary Work of Making"; Bill Endres, "A Literacy of Building"

**Wed 4/20**  
**Individual project conferences**

**Th 4/21**  
Designing and envisioning digital projects  
- Pre-reads (all): PM4DH: "Proposal", "Formulating the Project’s Guiding Question" and "Designing a Project"  
- Pre-reads (570): Alex Gil, "The User, the Learner and the Machines We Make"; Jentery Sayers, "Minimal Definitions"

**Sun 4/24**  
**Project pitch due**

**Week 5**  
**Tu 4/26**  
Pitch workshop

**Th 4/28**  
From research topic to research question  
- Pre-reads (all): Datasitters’ Club: Voyant’s Big Day

**Week 6**  
**Tu 5/3**  
Library research  
- Pre-reads (all): How to Document Your Search  
- Pre-reads (570): Jo Guldi, "Critical Search"

**Th 5/5**  
Formatting your proposal in Markdown  
- Pre-reads (570): Introduction to Markdown

**Sun 5/8**  
**Proposal with bibliography due**

**Week 7**  
**Tu 5/10**  
Proposal workshop
• Pre-reads (all): Annotate your group members’ proposals in Hypothes.is

Th 5/12 Data Management
• Pre-reads (570): Ada Lovelace Institute, "Participatory Data Stewardship"

Week 8
Tu 5/17 Exploitation and Appropriation in DH
• Pre-reads (all): Amy Earhart, "Can We Trust the University? Digital Humanities Collaborations"
• Pre-reads (570): Alison Booth and Miriam Posner, "The Materials at Hand"

Th 5/19 Copyright and Fair Use
• Pre-reads (all): Kate Thornhill, "Creative Commons Licensing and Fair Use for Digital Projects"
• Pre-reads (570): Jennifer Guiliano and Carolyn Heitman, "Difficult Heritage & the Complexities of Indigenous Data"

Sun 5/24 Prototype due

Week 9
Tu 5/24 Land Acknowledgments for Digital Projects
• Pre-reads (all): Lisa Nakamura, "Indigenous Circuits" ; Eugenia Zurowski, "Academic Land Acknowledgments"
• Pre-reads (570): Ashley Cordes, "Meeting place: Bringing Native Feminisms to Bear on Borders of Cyberspace"

Th 5/26 Alt Text as Poetry
• Pre-reads (all): Sara Hendren, “All Technology Is Assistive;” Jason Farr & Travis Lau, "Towards a More Accessible Conference Presentation"
• Pre-reads (570): George Williams, "Access," Digital Pedagogy in the Humanities

Week 10
Tu 5/31 Individual project presentations
Th 6/2 Group project presentations
Su 6/5 Final project, portfolio, and reflection due