ENGL 2202   **W. Scott Howard**
Winter Quarter, 2010   **Department of English**
4.0 Credits   **showard@du.edu**
On-line course   **http://mysite.du.edu/~showard/**
                                                      http://portfolio.du.edu/showard

Renaissance Poetry & Prose:
DIGITAL ARCHIVES

COURSE URL: http://blackboard.du.edu/

COURSE DESCRIPTION:
What happens when Shakespeare's six quartos of *Richard II* and digital media collide? How and why does the digitization of archival materials from the 16th and 17th centuries transform the significance of literary works and their related cultural documents? This electronic course provides a dynamic exploration of texts and contexts that define key issues and events from earlier times (such as the trial and public execution of King Charles I in 1649) and that also provoke critical reflection upon the diversified media (print, visual, electronic) which shape the fields of knowledge. This class integrates digital archival research with interdisciplinary investigations of two important Renaissance literary works—Shakespeare's *Richard II*; and the *Eikon Basilike*—that portray major challenges against the monarch's divine right of rule. As part of that inquiry, the sovereignty of the archive will itself be questioned by our collaborative work with digital technologies that facilitate new levels of access to and interaction with canonical and non-canonical literary and cultural documents.

This course will examine the transformation of literary texts into cultural documents (and vice-versa) when those materials are taught, researched and interpreted within and against the resources of subscription digital projects, such as Early English Books On-Line, specialized digital collections, such as the Bodleian Library Broadside Ballads, and digital finding aids, such as the National Archives catalogue and its research guides.

How and why does electronic access to archival materials reconfigure the teaching and study of literary texts (canonical or non-canonical), related cultural documents, and methodologies for disciplinary and interdisciplinary research and interpretation? How and why do digital technologies, such as Wikis and RSS feeds, do more than simply provide access to information; how and why do such electronic tools engender new objects of study, new ways of questioning, and new vehicles for learning? Those are some of the fundamental questions at the heart of this class.

Digital collections of books, articles, and images, online national archives catalogs, online finding aids from archives and special collections, print and microform facsimiles, and standard editions of letters and diaries contribute to the depth of this class. That range of resources cultivates a rich learning environment in which archival research is grasped as immediate and integral rather than as remote and mysterious. By interweaving intellectual inquiry and the research process, this electronic class makes the discovery and interpretation of primary and secondary sources of central importance and enriches the students' understanding of the complexity of early modern print and visual cultures.

METHODOLOGY:
This course will be shaped by discovery, innovation, and synergy. In general terms, we will be studying relationships among literary and non-literary documents *diachronically*—across time, from the fourteenth through the seventeenth century, thereafter leaping ahead to recent times—and also *synchronically*—within specific eras, such as the 1640s. On a daily and weekly basis, we will investigate canonical literary texts as works of art that emerge from and engage with cultural contexts; that comparative analysis will thus involve the interdisciplinary study of related non-canonical literary works and major and minor texts and artifacts from other fields of knowledge, such as: art history, religion, politics, history, print culture, and social history. We will be working with an array of print and electronic materials at each step along the way (manuscripts, printed texts, images, etc.), studying each and every resource we find and use vis-à-vis a three-point, recursive analysis:

Access: What is it? Where is it coming from? What's the target audience? What degree of authority informs the resource? What are the strengths and limitations? How and why has the point-of-access been constructed?

Form/Content: How and why does the material work within and against a larger context of information? How and why does the resource make a contribution to a particular field of knowledge?

Integration: What happens when we reflect upon the inter-relationships among questions about access and form/content? How and why does the medium of information shape not only the message, but also the changing field(s) of knowledge and object(s) of investigation?

"Like the printed book, film, and television before it, the computer is not a neutral space for conveying information. It shapes the information it conveys and is shaped in turn by the physical and cultural worlds in which it functions." (Bolter & Gromala 77)

F2F & E-MEETINGS: We will have face-to-face (F2F) meetings and synchronous Wimba e-classroom meetings on Fridays, as the syllabus notes, from 10:00-11:00. F2F meetings (for which you will need to bring your laptop computer) will take place in the Penrose Library. Arrive on-time, please, at the Library coffee cart.

E-TEXTS & OTHER MATERIALS: A diversified gathering of electronic editions, documents, images, and other digital resources (as noted on the syllabus and in the assignment guidelines). These materials will be made available at no cost on a daily/weekly basis.

BOOKS REQUIRED FOR PURCHASE: These books are available for purchase at the DU Bookstore, http://www.dubookstore.com/denver/.

Bolter, Jay David, and Diane Gromala. *Windows and Mirrors: Interactive Design, Digital Art, and the
        Myth of Transparency*. Cambridge: MIT, 2005. ISBN: 026252449X; $20.00.
Eikon Basilike. Ed. Jim Daems and Holly Faith Nelson. Toronto: Broadview, 2006. ISBN: 1551115948;
        $23.95.
Shakespeare, William. *King Richard II*. Ed. Charles R. Forker. London: Thomson, 2002. ISBN:
        1903436338; $13.99.

ASSIGNMENTS & GRADING:
2 Wiki-Works: 10%
15 Discussion Board Postings: 40%
2 Assignments: 20%
1 Final Project: 30%

Note: Late work will receive a deduction of -0.5 per day.

Comments/Evaluations/Grades: You will receive comments, evaluations & grades on your assignments within 48 hours of their submission. These will be distributed individually via e-mail.

Revision Policy: All of the Wiki-Works, Discussion Board Postings, and Assignments will be designed with an automatic, one-time revision policy: if a higher mark is sought, the work may be revised and re-submitted once (within 48 hours after evaluations have been distributed).

2 Wiki-Works: Two collaborative contributions to the BB Wiki, which will become an archive of discoveries, research process notes, questions, reflections, observations, manifestos, idiosyncrasies—a social form of discourse, creativity, and debate reminiscent of the Renaissance commonplace book. Each of your Wiki-Works will be guided by a prompt (or a set of questions, or guidelines). Wiki-Works should be completed and posted (individually and collectively, where appropriate) to the BB Wiki before 6:00 pm on the days noted on the syllabus. Wiki-Works will be evaluated as part of our on-going effort to study

recursively, integrating each day's and week's levels of investigation with the next. Wiki-Work contributions will be graded with an informal check system (see below). Wiki-Works will be designed as progressive steps toward the two Assignments and the Final Project.

15 Discussion Board Postings: Each of your Discussion Board Postings will be guided by a prompt (or a set of questions, or guidelines). These should be completed and posted (individually and collectively, where appropriate) before 6:00 pm on the days noted on the syllabus. Discussion Board Postings will be examined as part of our on-going effort to study recursively, integrating each day's and week's levels of investigation with the next. Discussion Board Postings will be graded with an informal check system (see below). Discussion Board guidelines will be designed as progressive steps toward the two Assignments and the Final Project.

2 Assignments: Two formal Assignments that will emerge from the contexts of investigation initiated by the Wiki-Works and Discussion Board prompts. Both Assignments will invite innovative disciplinary and/or interdisciplinary approaches involving the use of print and/or digital media. Guidelines will be distributed and discussed (during F2F & e-classroom meetings) in advance. These Assignments will be due before 6:00 pm on the days noted on the syllabus and will be graded on a letter-grade scale. Comments and grades will be distributed individually via e-mail.

1 Final Project: One Project to be determined by each student in consultation with the Professor. Proposals (informal, not graded) due during week six will be discussed and must be approved. Wiki-Works, Discussion Board Postings, and Assignments may contribute to the Project, depending upon the proposal. Innovative disciplinary and/or interdisciplinary approaches involving the use of print and/or digital media will be encouraged. Guidelines will be distributed and discussed in advance.

Note on grading, the Check System: your Wiki-Works and Discussion Board Postings will be graded with a check system that will follow these guidelines. A check plus on all your Wiki-Works or Discussion Board Postings will translate into a grade of 4.0/A for that percentage of your overall grade in the course. Each check on a Wiki-Work or Discussion Board Posting will reduce your grade for that component of your overall grade in the course by -0.5. Each check minus, by -1.0; each missing Wiki-Work or Discussion Board Post, by -2.0. The letter-grade system (for all Wiki-Works & Discussion Board Postings combined, for the individual Assignments, and for the Final Project) will follow this point-scale: A (4.0-3.9), A- (3.8-3.5), B+ (3.4-3.2), B (3.1-2.9), B- (2.8-2.5), C+ (2.4-2.2), C (2.1-1.9), C- (1.8-1.5), D+ (1.4-1.2), D (1.1-0.9), D- (0.8-0.5), F (0.4-0).

CALENDAR (subject to changes):

Week 1   ***Richard II: Text, Literature & History***
W   1/6   Discussion Board Postings #1
F   1/8   F2F
Sa   1/9   Discussion Board Postings #2

Week 2   ***Richard II: Context, History & Politics***
W   1/13   Discussion Board Postings #3
F   1/15   Wimba e-classroom
Sa   1/16   Discussion Board Postings #4

Week 3   ***Richard II: Field, Cultural & Social History***
W   1/20   Discussion Board Postings #5
F   1/22   F2F (with Peggy Keeran & Jenny Bowers)
Sa   1/23   Wiki-Works #1

Week 4   ***Digital Archives 1: Text, Context, Field***
W   1/27   Discussion Board Postings #6
F   1/29   CTL Conference on Teaching & Learning, http://ctl.du.edu/index.php/home
Sa   1/30   Assignment #1

Week 5 **Eikon Basilike: Text, Literature & History**
W 2/3 Discussion Board Postings #7
F 2/5 F2F (final project research consultations)
Sa 2/6 Discussion Board Postings #8

Week 6 **Eikon Basilike: Context, History & Politics**
W 2/10 Discussion Board Postings #9
F 2/12 Wimba e-classroom (final project proposals)
Sa 2/13 Discussion Board Postings #10

Week 7 **Eikon Basilike: Field, Cultural & Social History**
W 2/17 Discussion Board Postings #11
F 2/19 F2F (with Peggy Keeran & Jenny Bowers)
Sa 2/20 Wiki-Works #2

Week 8 **Richard II & Eikon Basilike: Text, Context, Field**
W 2/24 Discussion Board Postings #12
F 2/26 Wimba e-classroom
Sa 2/27 Assignment #2

Week 9 **Digital Archives 2: Text, Context, Field**
W 3/3 Discussion Board Postings #13
F 3/5 F2F
Sa 3/6 Discussion Board Postings #14

Week 10 **Archives on Trial: Windows and Mirrors**
W 3/10 Discussion Board Postings #15
Sa 3/13 Final Projects