

DIGITAL FEMINIST ARCHIVES

ENGL 590 | ENGL 790 | HUM 500 | WGSS 701

Spencer Research Library, Room 326
MW 11:00-12:15pm

Professor Whitney Sperrazza
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Office Hours: Hall Center, Room 207
Wednesday 1:00-2:00pm (or by appointment)

COURSE DESCRIPTION

This course will work at the intersection between archival research and feminist digital methods and critique. We will take as our focus just one item from the Spencer Research Library archive, a seventeenth-century manuscript recipe and herbal book (dated 1668) written by a woman named Elizabeth Dyke. Over the course of the semester we will transcribe and mount a digital exhibit of the manuscript, with additional context from our readings and work in the Spencer archives. Our work with Dyke's recipe book will be scaffolded by substantive readings in feminist digital practices and critique, speculative archival methods, and critical work on early modern women writers. Course requirements include attendance and active participation, our collective digital work, a running annotated bibliography, and an extended research project.

All required texts for this course will be available at the Spencer Research Library or in PDF on our Blackboard site. You will need a laptop in class on the days we have a digital workshop session. Please let me know if you'll need an IDRH laptop loan for these sessions.

COURSE OBJECTIVES

- develop a deep familiarity with archival practices and methods for digitally transcribing archival sources
- hone critical writing skills and research methods that make use of both primary and secondary sources
- engage closely with the seventeenth-century English recipe genre, along with its surrounding cultural and social contexts
- develop and hone early modern English paleography skills
- build a critical foundation in feminist media studies and archival theory, particularly as these critical conversations intervene in the study of early women writers

ASSIGNMENTS AND GRADING

I expect you to come to class prepared to discuss the day's readings and/or ready to begin any research and project-based work for the day. On days when we're discussing critical source material, be ready with your favorite line from the readings and one question that emerged as you read.

Your grade for the course will be calculated as follows:

Manuscript Transcription	10%
Micro Assignments	30%
Annotated Bibliography	15%

Group Digital Project	20%
Final Paper	25%

A	Exceptional. The work is focused, and coherently integrates examples with explanations and analysis. The work demonstrates awareness of its implications and/or limitations, and it considers multiple perspectives when appropriate. The work reflects <i>in-depth</i> engagement with the topic.
B	Satisfactory. The work is reasonably focused, with explanations and/or analysis that derive from specific examples. Fewer connections are made between ideas, however, and while new insights are offered, they are not fully developed. The work reflects <i>moderate</i> engagement with the topic.
C	Underdeveloped. The work is mostly description or summary, without consideration of alternative perspectives, and few connections are made between ideas. The work reflects <i>passing</i> engagement with the topic.
D	Limited. The work is unfocused, or simply rehashes previous comments, and displays <i>no evidence of student engagement</i> with the topic.
F	No Credit. The work is missing or consists of one or two disconnected sentences/links/etc.

This chart of grading characteristics outlines my general rubric for evaluating student work (adapted from Professor Lauren Klein of Georgia Tech and Professor Mark Sample of Davidson College). I will use the +/- grading scale, approved by the College of Liberal Arts and Sciences to measure intermediate levels of performance between a maximum of A and a minimum of F.

Manuscript Transcription. You'll be responsible for reading and transcribing a selection of pages (8 pp. for undergrads; 12 pp. for grads) from MS.D157, Elizabeth Dyke's manuscript receipt book. This is how we will collectively "read" the manuscript, so I'll expect you to consistently share information, questions, and discoveries gathered during your transcription work in our class discussions. I'll introduce all the logistics of the transcription process during our first few digital workshop sessions.

Micro Assignments. These three brief (2 pp.) writing assignments are designed to ensure that you are consistently and deeply engaging with our course material. They can also serve as early brainstorming for your part in the digital project or your individual final paper. For each assignment, I will ask you either to engage critically with our secondary sources or to analyze specific details of the Dyke manuscript based on your transcription work.

Annotated Bibliography. Throughout the semester you will compile an analytical annotated bibliography (MLA style) that includes a 150-200w entry for each of our course readings, along with additional entries for any sources you use for your individual final paper. The goal is to ensure that we are constantly synthesizing our readings, rather than treating them in isolation. And as this becomes a working document for your final paper, you'll have a record of how your thinking developed over the semester. You'll submit this document three times so I can keep track of your progress. If you're rusty on the guidelines for an annotated bibliography, the following sources will be helpful:

<https://guides.library.cornell.edu/annotatedbibliography>
http://sites.umuc.edu/library/libhow/bibliography_tutorial.cfm

https://columbiacollege-ca.libguides.com/apa/annot_bib

Group Digital Project. During the second half of the semester, you will work in small groups to design and build one component of our collective digital project on Dyke's manuscript. You and your group will have complete freedom on the focus of your component. Much of our class time in the second half of the semester will be dedicated to developing this project. Additionally, late in the semester, we'll spend one class session on each group's components, during which you'll present on your progress thus far and gather feedback from the rest of the class. On your progress report presentation day, you'll also submit to me a task schedule for the rest of the semester, outlining how you will develop and complete your project by our final week of class. I'll outline these requirements in more detail in the coming weeks.

Final Paper. Graduate students, for your final research paper you can choose to write either a standard academic article (7,000-8,000w including notes) or a public-facing humanities essay (3,500-4,000w). Undergraduate students, for your final research paper you can choose to write either an encyclopedia article or a blog post for the Early Modern Recipes Online Collective project (<https://emroc.hypotheses.org/>). I'll provide details on all options three weeks before the paper proposal is due. You'll be responsible for submitting a full draft of your paper before Thanksgiving break, and I will provide substantial feedback on the draft. Your final paper grade will then be based on your revision of the paper.

FOR YOUR REFERENCE

E-mail

I check e-mail at least twice a day, but rarely at night or on the weekends. Please allow at least 24 hours for a response. If you have something substantial to discuss (your ideas for a paper, struggles with the reading), please come see me during office hours. I'm always happy to talk with you about any of the readings, your work in the course, or theory and literature more generally.

Inclusivity

The Department of English supports an inclusive learning environment in which diversity and individual differences are understood, respected, and appreciated. We believe that all students benefit from training and experiences that will help them to learn, lead, and serve in an increasingly diverse society. All members of our campus community must accept the responsibility to demonstrate civility and respect for the dignity of others. Expressions or actions that disparage a person's or group's race, ethnicity, nationality, culture, gender, gender identity/expression, religion, sexual orientation, age, veteran status, or disability are contrary to the mission of the university and, it goes without saying, to the work we'll be doing together this semester. I expect that we will all promote an atmosphere of respect for all members of our classroom community.

Sexual Assault and Harassment

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race and national origin. If you or someone you know has been assaulted or harassed, and you wish to speak in confidence to a trained counselor, contact the Sexual Trauma and Abuse Center (785-843-8985 or support@stacarecenter.org). You may also wish to contact Lawrence Memorial Hospital Emergency Room at 785-505-6162. If you want to pursue disciplinary action or criminal charges against the perpetrator, you may contact the Office of Institutional Opportunity and Access at 785-864-6414 (instructions on how to file a complaint can be found here: <http://ioa.ku.edu/filecomplaint>); and the KU Police (785-832-7509) or Lawrence Police (785-822-7509). For the protection of students who experience harassment or violence, instructors

are mandated reporters; if you report harassment or violence to me, I must report it to both a supervisor and the police.

Basic Needs Security

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Office of Student Affairs (785-864-4060). Furthermore, please notify me if you are comfortable doing so. This will enable me to provide any resources to which they have access.

Accessibility

The Student Access Center (Academic Achievement and Access Center) coordinates accommodations and services for all KU students who are eligible. If you have a disability for which you wish to request accommodations and have not contacted the AAAC, please do so as soon as possible (22 Strong Hall; 785-864-4064; achieve@ku.edu; <http://access.ku.edu>). Please also contact me directly in regard to your needs for this course.

Academic Misconduct

There will be a zero tolerance policy for any type of plagiarism in this class. All incidents of plagiarism will be penalized, reported, and kept on file in the English Department, the College of Liberal Arts and Sciences, and the University Provost's Office.

SCHEDULE OF READINGS AND ASSIGNMENTS

Unit 1: Archive, Evidence, and Historical Memory

M	August 20	Course Introduction Carolyn Steedman, "Something She Called a Fever: Michelet, Derrida, and Dust"
W	August 22	Joan M. Schwartz and Terry Cook, "Archives, Records, and Power: The Making of Modern Memory" Thomas Augst, "Introduction" to <i>Institutions of Reading</i>
M	August 27	Bethany Nowviskie, "speculative collections" Kate Eichhorn, "Introduction" to <i>The Archival Turn in Feminism</i>
W	August 29	Digital Workshop Session
M	September 3	**No Class, Labor Day**
W	September 5	Digital Workshop Session

Unit 2: Early Modern Women in the Archives

M	September 10	Frances E. Dolan, "Ashes and 'the Archive': The London Fire of 1666, Partisanship, and Proof" Margaret J. M. Ezell, "The Laughing Tortoise: Speculations on Manuscript Sources and Women's Book History" DUE: Transcript #1 (2 pp undergrad; 3 pp grad)
W	September 12	Digital Workshop Session DUE: Micro Assignment #1 (hard copy)

- M September 17 Mary E. Fissell, "Introduction: Women, Health, and Healing in Early Modern Europe"
Wendy Wall, "Knowledge: Recipes and Experimental Cultures"
Folger Shakespeare Library, *Beyond Home Remedy* Exhibit
<http://titania.folger.edu/BeyondHomeRemedy/>
Folger Shakespeare Library, *Beyond Home Remedy* Videos
<https://youtu.be/cKUVT2Do8mc>
<https://youtu.be/MSF1EiCM2Hs>
DUE: Transcript #2 (2 pp undergrad; 3 pp grad)
- W September 19 Digital Workshop Session
DUE: Annotated Bibliography Checkpoint #1
- M September 24 Natasha Korda, "Shakespeare's Laundry: Feminist Futures in the Archive"
Laura J. Rosenthal, "Recovering from Recovery"
DUE: Transcript #3 (2 pp undergrad; 3 pp grad)
- W September 26 Digital Workshop Session
DUE: Micro Assignment #2 (hard copy)

Unit 3: Digital Archives, Feminist Practice

- M October 1 Peter L. Shillingsburg, "Manuscript, Book, and Text in the Twenty-First Century"
Alan Galey, "The Human Presence in Digital Artefacts"
DUE: Transcript #4 (2 pp undergrad; 3 pp grad)
- W October 3 Martha Nell Smith, "The Human Touch Software of the Highest Order: Revisiting Editing as Interpretation"
- M October 8 N. Katherine Hayles, *My Mother Was a Computer* (excerpts)
- W October 10 Diana Taylor, "Save As"
Jacqueline Wernimont, "Whence Feminism?: Assessing Feminist Interventions in Digital Literary Archives"
DUE: Micro Assignment #3 (hard copy)
- M October 15 ****No Class, Fall Break****
- W October 17 Tara McPherson, "Designing for Difference"
Marianne Hirsch, "Feminist Archives of Possibility"
Digital Project Groups / Task Assignments
DUE: Annotated Bibliography Checkpoint #2

Unit 4: Building a Digital Feminist Archive

- M October 22 In-class project/research development
- W October 24 In-class project/research development
DUE: Individual Final Paper Proposal
- M October 29 ****No Class, Group Project Meetings****
- W October 31 Progress Report Group #1

M	November 5	In-class project/research development
W	November 7	Progress Report Group #2
M	November 12	In-class project/research development
W	November 14	Progress Report Group #3 DUE: Final Paper Full Draft (hard copy)
M	November 19	Progress Report Group #4
W	November 21	**No Class, Thanksgiving Break**
M	November 26	Small Group Meetings (Groups 1 and 2)
W	November 28	Small Group Meetings (Groups 3 and 4) DUE: Final Annotated Bibliography
M	December 3	Group Digital Project Presentations
W	December 5	Group Digital Project Presentations
W	December 12	DUE: Final Paper