Texts & Technology in History
ENG 6801
Dr. Anastasia Salter
Spring 2021

Office: Virtual: on Slack and via Zoom   Tuesday 6 – 8:50 PM
Office Hours: Wednesday 9-11 AM   Via Webcourses
Contact: anastasia@ucf.edu / Slack   3 Units

Course Description

This course explores the history of relations between Texts and Technology. Throughout, we examine how various technologies have influenced the nature of texts they produce, and engage in methods drawing on digital humanities, media archaeology, software and platform studies, and digital archival research. PR: Graduate standing or C.I.

Course Objectives

In this course, students will:

- Gain an understanding of changes in texts and technology over time, with attention to orality, literacy, print, and digital media's impact on text and culture
- Consider challenges of inclusion and omission in archives and textual history
- Recognize and navigate challenges in historical research methods, particularly when working with digital culture and texts
- Explore the history and role of science, technical inventions, changing platforms, and print as they intersect with written forms
- Develop methods in collaboration and digital archival maintenance and research, including use of version control systems
- Expand their academic writing skills through exercises positioning their proposed research trajectory within the history of texts and technology discourse

Drawing on both foundational texts on the history of communication and technological intervention in discourse, this course asks students to engage with the history and role of science, technical inventions, print, and digital platforms in reshaping our communities, texts, and thoughts. Students will both use current methods for managing collaboration and explore media archaeology, platform studies, and critical code studies methods for analyzing technical tools and the communities surrounding their development. Additionally, students will consider methods of historical critique centering traditionally marginalized voices, bringing intersectional lenses to the study of texts and technology. Throughout this process, students will also engage in self-reflection on their dissertation trajectory through developing annotated reading lists and a practice candidacy exam.

Required Texts

All books are available at the UCF bookstore, but are usually significantly cheaper either used or as ebooks through the publisher or Amazon. In addition, some are available through open access or archival providers as noted below.

Brock Jr, A. (2020). *Distributed Blackness: African American Cybercultures*. NYU Press.

Open Access: http://opensquare.nyupress.org/books/9781479820375/

De Kosnik, A. (2016). *Rogue archives: Digital cultural memory and media fandom*. MIT Press.

Eubanks, V. (2012). *Digital dead end: Fighting for social justice in the information age*. MIT Press.

Headrick, D. R. (2000). *When information came of age: Technologies of knowledge in the age of reason and revolution, 1700-1850*. Oxford University Press.

Open Access: https://archive.org/details/wheninformationc00head/page/n13/mode/2up

Kuhn, T. S. (2012). *The structure of scientific revolutions*. University of Chicago press.

Open Access: https://archive.org/stream/ThomasS.KuhnTheStructureOfScientificRevolutions/Thomas_S._Kuhn_The_structure_of_scientific_revolutions_djvu.txt

Montfort, N., & Wardrip-Fruin, N. (Eds.). (2003). *The new media reader*. MIT press.

Ong, W. J. (2013). *Orality and literacy*. Routledge.

Open Access: https://archive.org/stream/OngWalterOralityAndLiteracy/Ong%20Walter%20%2C%20orality%20and%20literacy_djvu.txt

Optional supplementary readings will be provided as links or PDFs within the Webcourses modules.

Evaluation and Grading

Assignments

5 points	**Academic Activity Verification**	**January 15**

15 points	**Exam Reading Lists**	**February 2**

Students will prepare their two mock specialized exam lists, using Zotero to gather and collect sources. These lists should incorporate readings found through coursework thus far as well as aspirational readings students have identified for the future. Each list will include a contextualizing statement and clear thematic header.

20 points	**Literature Review**	**February 23**

Working from one of the thematic topics of their exam lists, chosen in consultation with the instructor, students will complete a brief (6-7 pages, Times 12, double spaced) survey of historically relevant work in their area. The literature review must include work addressing technological and textual precursors to the topic of interest.

20 points	**Syllabus Collaboration**	**March 16**

Using the overview provided in the module, students will practice using GitHub for collaboration and develop a sample syllabus for an introductory course in a topic relevant to their area of specialization. The syllabus must be submitted using a shared GitHub repository with changes and contributions clearly visible.

20 points   **Repository Reading**   **April 13**
Working in consultation with the instructor, students will select a code repository on GitHub or a similar platform relevant to their area of work. This can include digital humanities tools; open-source code for games; content management systems; and other projects relevant to either the production or distribution of texts, broadly defined. Students will engage in a close reading of the history of the project, working from the models and methodology provided.

20 points   **Mock Candidacy Exam**   **May 4**
Following a modified version of the exam guidelines for T&T, students will complete a mock Core exam. The exam will consist of one fixed-topic question addressing the relationship of students' work to the field, and a second question engaging the core texts from the course syllabus. Exams will be assessed using the T&T exams rubric.

100 points   **Total**

Grading Scale (%)

94-100 A	80-83 B-	67-69 D+
90-93 A-	77-79 C+	64-66 D
87-89 B+	74-76 C	60-63 D-
84-86 B	70-73 C-	0 - 59 F

Format and COVID-19

This course has been migrated to a Zoom – synchronous video format as part of the University of Central Florida's response to COVID-19. Given both the international pandemic and local challenges, the following guidelines will be in place for class meetings and communication:

- Every week, a Zoom meeting will occur starting at the scheduled class time. Participation in the live meeting is recommended but not mandatory. Recordings will be made available as soon as possible following the session. When missing a Zoom call, students do not need to provide excuse or documentation: all the materials necessary to catch up will be available on Webcourses for asynchronous use.
- Given the intensity of the Zoom format, synchronous course meeting times will be reduced and may vary depending on weekly discussion topics, with follow-up discussion encouraged asynchronously via Slack. While participation on Slack is not required or graded, it is highly recommended.
- During Zoom calls, no student is required to display video to participate. Discussions will make use of a combination of text and voice chat, so a headset is recommended if available. If circumstances necessitate arriving late or leaving early, feel free to depart or arrive as needed.
- All demos will be provided on the weeks listed as asynchronous tutorials, using a mix of video and text as appropriate. Students are encouraged to use the provided Slack channel for follow-up questions, and to assist their peers with technical questions as well as research questions to build their own skills in these areas.

- Students will need access to a reliable internet connection and computer, with the capacity to install software, in order to participate fully in class assignments. If at any time this becomes a difficulty, please reach out to the instructor immediately.
- Given the nature of this semester, late work will always be accepted up to the date of the next assignment deadline apart from the candidacy exam, as this is designed to allow a practice timed engagement.
- In the event of an emergency or medical challenge, additional flexibility beyond these provisions is always available. Thus if an extension is required beyond these guidelines, or a lengthy absence from asynchronous and synchronous conversation is anticipated, students should reach out to the instructor as soon as feasible to form a plan. As assignments built on one another, assignments should be completed and submitted in the listed sequence.

General Policies

Academic Integrity
The Center for Academic Integrity (CAI) defines academic integrity as a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behavior that enable academic communities to translate ideals into action.
http://academicintegrity.org/

UCF Creed: Integrity, scholarship, community, creativity, and excellence are the core values that guide our conduct, performance, and decisions.
1. Integrity: I will practice and defend academic and personal honesty.
2. Scholarship: I will cherish and honor learning as a fundamental purpose of my membership in the UCF community.
3. Community: I will promote an open and supportive campus environment by respecting the rights and contributions of every individual.
4. Creativity: I will use my talents to enrich the human experience.
5. Excellence: I will strive toward the highest standards of performance in any endeavor I undertake.

The following definitions of plagiarism and misuse of sources come from the Council of Writing Program Administrators <http://wpacouncil.org/node/9> and have been adopted by UCF's Department of Writing & Rhetoric.

Plagiarism
In an instructional setting, plagiarism occurs when a writer deliberately uses someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source. This definition applies to texts published in print or on-line, to manuscripts, and to the work of other student writers.

Misuse of Sources
A student who attempts (even if clumsily) to identify and credit his or her source, but who misuses a specific citation format or incorrectly uses quotation marks or other forms of identifying material taken from other sources, has not plagiarized. Instead, such a student should be considered to have failed to cite and document sources appropriately.

Responses to Academic Dishonesty, Plagiarism, or Cheating
UCF faculty members have a responsibility for your education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to infringements of academic integrity. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the

university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see http://goldenrule.sdes.ucf.edu/zgrade.
For more information about UCF's Rules of Conduct, see https://scai.sdes.ucf.edu/.

Unauthorized Use of Class Materials
There are many fraudulent websites claiming to offer study aids to students but are actually cheat sites. They encourage students to upload course materials, such as test questions, individual assignments, and examples of graded material. Such materials are the intellectual property of instructors, the university, or publishers and may not be distributed without prior authorization. Students who engage in such activity are in violation of academic conduct standards and may face penalties.

Unauthorized Use of Class Notes
Faculty have reported errors in class notes being sold by third parties, and the errors may be contributing to higher failure rates in some classes. The following is a statement appropriate for distribution to your classes or for inclusion on your syllabus:
Third parties may be selling class notes from this class without my authorization. Please be aware that such class materials may contain errors, which could affect your performance or grade. Use these materials at your own risk.

In-Class Recording Policy
Outside of the notetaking and recording services offered by Student Accessibility Services, the creation of an audio or video recording of all or part of a class for personal use is allowed *only* with the advance and explicit written consent of the instructor. Such recordings are only acceptable in the context of personal, private studying and notetaking and are not authorized to be shared with *anyone* without the separate written approval of the instructor.

Course Accessibility Statement
The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need specific access in this course, such as accommodations, should contact the professor as soon as possible to discuss various access options. Students should also connect with Student Accessibility Services (Ferrell Commons, 7F, Room 185, sas@ucf.edu, phone (407) 823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable.

Campus Safety Statement
Emergencies on campus are rare, but if one should arise in our class, we will all need to work together. Everyone should be aware of the surroundings and familiar with some basic safety and security concepts.
- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Please make a note of the guide's physical location and consider reviewing the online version at http://emergency.ucf.edu/emergency_guide.html.
- Familiarize yourself with evacuation routes from each of your classrooms and have a plan for finding safety in case of an emergency. (Insert class-specific details if appropriate)
- If there is a medical emergency during class, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in this building, see https://ehs.ucf.edu/automated-external-defibrillator-aed-locations. (insert class specific information if appropriate)
- To stay informed about emergency situations, sign up to receive UCF text alerts by going to my.ucf.edu and logging in. Click on "Student Self Service" located on the left side of the screen

in the tool bar, scroll down to the blue "Personal Information" heading on your Student Center screen, click on "UCF Alert", fill out the information, including your e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- If you have a special need related to emergency situations, please speak with me during office hours.
- Consider viewing this video (https://youtu.be/NIKYajEx4pk) about how to manage an active shooter situation on campus or elsewhere.

Deployed Active Duty Military Students
If you are a deployed active duty military student and feel that you may need a special accommodation due to that unique status, please contact your instructor to discuss your circumstances.

Required Statement Regarding COVID-19
To protect members of our community, everyone is required to wear a facial covering inside all common spaces including classrooms (https://policies.ucf.edu/documents/PolicyEmergencyCOVIDReturnPolicy.pdf). Students who choose not to wear facial coverings will be asked to leave the classroom by the instructor. If they refuse to leave the classroom or put on a facial covering, they may be considered disruptive (please see the Golden Rule for student behavior expectations). Faculty have the right to cancel class if the safety and well-being of class members are in jeopardy. Students will be responsible for the material that would have been covered in class as provided by the instructor.

Depending on the course of the pandemic during the semester, the university may make changes to the way classes are offered. If that happens, please look for announcements or messages in Webcourses@UCF or Knights email about changes specific to this course.

COVID-19 and Illness Notification – Students who believe they may have a COVID-19 diagnosis should contact UCF Student Health Services (407-823-2509) so proper contact tracing procedures can take place.

Students should not come to campus if they are ill, are experiencing any symptoms of COVID-19, have tested positive for COVID, or if anyone living in their residence has tested positive or is sick with COVID-19 symptoms. CDC guidance for COVID-19 symptoms is located here: (https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html)

Students should contact their instructor(s) as soon as possible if they miss class for any illness reason to discuss reasonable adjustments that might need to be made. When possible, students should contact their instructor(s) before missing class.

In Case of Faculty Illness – If the instructor falls ill during the semester, there may be changes to this course, including having a backup instructor take over the course. Please look for announcements or mail in Webcourses@UCF or Knights email for any alterations to this course.

Course Accessibility and Disability COVID-19 Supplemental Statement – Accommodations may need to be added or adjusted should this course shift from an on-campus to a remote format. Students with disabilities should speak with their instructor and should contact sas@ucf.edu to discuss specific accommodations for this or other courses.

Weekly Deadline Summary

Week	Start Date	Reading	Assignment
1	January 12 **Introduction**	Ong, Chapters 1-3	**Academic Activity Verification**
2	January 19th **Orality**	Ong, Chapters 4-7	
3	January 26th **Paradigms**	Kuhn, Chapters 1-7	
4	February 2nd **Revolutions**	Kuhn, Chapters 8-13	**Exam Reading Lists**
5	February 9th **Information**	Headrick, Chapters 1-3	
6	February 16th **Communication**	Headrick, Chapters 4-5	
7	February 23rd **Complex & Changing**	New Media Reader I	**Literature Review**
8	March 2nd **Collective & Personal**	New Media Reader II	
9	March 9th **Design & Action**	New Media Reader III	
10	March 16th **Revolution & Resistance**	New Media Reader IV	**Syllabus: GitHub**
11	March 23rd **Archives**	Rogue Archives, through end of 5	
12	March 30th **Access**	Rogue Archives, through end of 7 Digital Dead End, Chapters 1-4	
13	April 6th **Justice**	Distributed Blackness, Chapters 1-2 Digital Dead End, Chapters 5-7	**Repository Reading**
14	April 13th **Spring Break**	No Readings	
15	April 20th **Technoculture**	Distributed Blackness, Chapters 3-6	
16	May 4th	Mock Candidacy Exam	**Exam Due (5/4)**