Texts & Technology in History
ENG 6801 0V60
Dr. Stephen Hopkins
Spring 2022

Office: TCH 253H or virtual via Zoom   Tuesdays, 6-8:50pm
Office Hours: email me   Video Streaming
Contact: Stephen.Hopkins@ucf.edu   3 Units

Course Description

This course explores the history of relations between Texts and Technology as mediators of human language and thought. Throughout, we examine how various technologies have influenced the nature of texts they produce, and engage in methods drawing on paleography, book history, digital humanities, media archaeology, software and platform studies, and digital archival research.

Pre-Req: 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 the 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, cultural needs, technical inventions, changing platforms, and print as they intersect with written forms.
- Expand their academic writing skills through exercises positioning their proposed research trajectory within the history of texts and technology discourse.
- Examine the relationship between texts and technology over time.

Required Texts

All books are available at the UCF Bookstore, but are usually significantly cheaper either used or as e-books through the publisher or online (Amazon, Abebooks, etc). In addition, some are available through open access or archival providers as noted below. Additional readings will posted on our course Canvas site.

boyd, danah (2015). *It's Complicated: The Social Lives of Networked Teens*. Yale UP.

Brock Jr., Andre (2020). *Distributed Blackness: African American Cybercultures*. NYU Press. Open Access: https://opensquare.nyupress.org/books/9781479811908/

Casson, Lionel (2001). *Libraries in the Ancient World*. Yale UP.

Cohen, Daniel J. & Roy Rosenzweig (2006). *Digital History: A Guide to Gathering, Preserving, and Presenting the Past on the Web*. University of Pennsylvania Press.

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

Ong, Walter (2013). *Orality and Literacy*. Routledge.
Open Access:
https://archive.org/stream/OngWalterOralityAndLiteracy/Ong%20Walter%20%2C%20orality%20and%20literacy_djvu.txt

Reynolds, L. D. & N. G. Wilson (2013). *Scribes and Scholars: A Guide to the Transmission of Greek & Latin Literature*. Oxford University Press. 4th edition.

<u>NOTE</u>: the above are texts that students are expected to purchase. However, there will be additional required readings that I will post on Canvas. To find these, go to File > Course Readings.

Evaluation and Grading

1 point 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 Textual Editing Assignment February 23
Students will draw upon the guide in Reynolds & Wilson chapter 6 to edit a Medieval text of their choice (if desired, the instructor can help them select a suitable text). They will transcribe

the text from at least 4 sources, compare variants, and construct a stemmatic relationship between the attested forms. They must defend their proposed stemma and present a clean edition of their text, complete with any scholarly apparatus that they think will serve users of the text.

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 Literature Review April 13
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 Mock Candidacy Exam April 29
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.

+ 4 points Overall Course Participation

100 points Total

Grading Scale (%)
94-100 A
90-93 A87-89 B+
84-86 B
80-83 B77-79 C+
74-76 C
70-73 C67-69 D+
64-66 D
60-63 D0 - 59 F

Format and COVID-19

This course has been migrated to a Zoom-synchronous video format as a response to COVID-19. Given both the international 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 highly recommended but attendance will not be a factor in one's

grade (contact me if an exception is necessary). Recordings will be made available as soon as possible following the session.

- Given the intensity of the Zoom format, synchronous course meeting times may be reduced and may vary depending on weekly discussion topics, with follow-up recommended asynchronously via Canvas weekly discussion boards. While participation in the discussion boards is not required or graded, it is highly recommended.
- During Zoom calls, no student is required to display video to participate, though it is nice to see you from time to time. Discussions will make use of a combination of text and voice chat, so a headset is recommended if available.
- Students will need access to a reliable internet connection and computer. If this poses a difficulty, please reach out to the instructor immediately.
- In the event of an emergency or medical challenge, additional flexibility beyond these provisions is always available. Just reach out to the instructor and communicate your needs in the situation and I will strive to find a workable solution.

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 COVID19, 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.

<p style="text-align:center">Weekly Course Schedule</p>

Week 1 (1/11): Language and Writing

- Class Welcome and Introductions
- Overview of Book History
- **Due (1/14): Academic Verification Activity**

Week 2 (1/17): Orality and Literacy

- Read: Ong chapters 1-3
- Read: Darnton

Week 3 (1/24): From Orality to Literacy

- Read: Ong chapters 4-7, and "After Ongism"

Week 4 (2/01): Writing Around the Ancient Mediterranean: Organizing Early Literacy

- Read: Casson, chapters 1-5
- **Due (2/02): Exam Reading Lists**

Week 5 (2/08): Writing After Rome: From Scroll to Codex

- Read: Casson, chapters 6-9

- Read: Reynolds & Wilson, chapter 1

Week 6 (2/15): Accidents, Copyists: How "the Canon" was Formed and Preserved

- Read: Reynolds & Wilson, chapters 2-5

Week 7 (2/22): Paleography and Textual Reconstruction

- Read: Reynolds & Wilson chapter 6
- Read: Additional Reading on Paleography
- **Due (2/23): Textual Editing**

Week 8 (3/01): Most Impressive: The Rise of Print

- Read Greg (Canvas)
- Read Febvre & Martin (Canvas)
- Read Twyman (Canvas)
- Read Chartier (Canvas)

Week 9 (3/08)

- Spring Break (woo!)

Week 10 (3/15): The Digital Revolution

- Read: Cohen & Rosenzweig
- Read: McGann, "Rationale of Hypertext" (Canvas)
- **Due (3/16): Syllabus Collaboration**

Week 11 (3/22): Social Justice in Digital Spaces

- Read: Cohen & Rosenzweig
- Read: Eubanks

Week 12 (3/29): Social Justice in Digital Spaces

- Read: Eubanks
- Read McCoy (Canvas)

Week 13 (4/05): Representation and Access

- Read: Brock

Week 14 (4/12): Representation and Access

- Read: Brock
- **Due (4/16): Literature Review**

Week 15 (4/19): Technoculture

- Read: boyd
- Read: Striphas, "E-Books and the Digital Future" (Canvas)
- Due: Mock Candidacy Exam (DUE: 4/29)