Pop Culture and "Bibliodigigogy"
in Early Modern England

Spring 2016
LC 343
Class Times/Location: TU 1:00-2:15; 2:30-3:20, TH 1:00-2:15. Old Student Union 120

Course Description:

This class integrates bibliographic and digital humanities practices to reflect on the 21st Century shift into virtual worlds in the context of popular, generically diverse early modern texts. Students will learn how to access early modern digital texts and have the opportunity to publish an encyclopedia entry about one of their choosing on the *Map of Early Modern London* website (pending peer review). Additionally, students will dig deeply into bibliographic details of the popular texts we'll study and move beyond using pre-fabricated web tools to learn the ins and outs of TEI and CSS encoding. In the culminating project, students will collaboratively apply their learning by encoding and publishing a digital text on the *Map of Early Modern London* website (pending peer review).

What you'll do:

Work collaboratively with teachers and students at the University of Victoria, B.C. * Publish your work on the *Map of Early Modern London* website * Learn how to read early printed texts with wonky fonts * Touch history with your own hands in the Boston Public Library Rare Book and MS Room * Use oXygen XML encoding software to digitize and publish a book online * Think about the intersections of early modern print culture and 21st Century digital cultures * Prepare yourself for the next generation of digital culture studies!

The Team

Stonehill

Dr. Kristen A. Bennett
(aka "Prof KB" or "KB")
Email: kbennett@stonehill.edu
Facebook: KA Bennett
  (Kristen.bennett@umb.edu – FB ONLY)
Office/Hours: Duffy 234; Th 10-11 + by appt.

Kathryn Joy, Writing Fellow
kjoy@students.stonehill.edu

UVic

Dr. Kim McLean-Fiander
Email: krdmf@uvic.ca

Dr. Janelle Jenstad, Pedagogical Partner
Email: jenstad@uvic.ca

Dr. Kylee-Anne Hingston, Pedagogical Partner
kyh@uvic.ca

Sequence of Events

Unit 1: In the Author's Absence? Early Modern Print Culture

In our first unit, you'll work with *The Stationers' Register* to learn about printing practices in early modern England. We will also go to the Boston Public Library Rare Book and Manuscript Room to work with material books from the period and learn how to conduct document analyses. You'll learn about the idiosyncrasies in the spelling and formatting of these works – and how they're not so different from the ways you text, tweet, Snapchat, and Instagram. (In fact, in 1558, "to twit" meant "to taunt" (*OED)* – makes us rethink our posts, no?). At the same time, we'll learn how to navigate *Early English Books Online, English Short Title Catalogue, British Book Trade Index, Six Degrees of Francis Bacon,* and *Shakeosphere.* Your culminating project will be carefully research and write an essay about one stationers' output for publication on the *MoEML* site (pending peer review).

Unit 2: Early Modern Pop Culture

Have you heard the hit tune: "A Looking-Glass for Lascivious Young Men"? Well, in this unit, thanks to the *English Broadside Ballad Archive,* you will! We'll read rarely studied texts to get a real idea about what people actually read at the turn of the seventeenth-century. In addition to ballads, we'll read how-to books, pre-Googlemaps directions about the best route from York to London, plus plague and punishment proclamations, sundry bibles, rogue literature, and coney-catching pamphlets. For your culminating project, you will write an introduction to a little known text you find using *EEBO* and edit it carefully for publication on the *Map of Early Modern London* website.

Unit 3: Thomas Dekker's "The Gul's Hornbook," or a Manual for Suckers

We aren't talking about seagulls here. At the turn of the seventeenth a "Gull" was someone who was a fool, a dupe, a sucker – do you see where we get the word "Gullible"? In this unit we'll study and use TEI and *MoEML* guidelines to encode Thomas Dekker's highly entertaining pamphlet "A Gul's Hornbook" in partnership with our colleagues at the University of Victoria for publication on the *MoEML* website (pending peer review). At the unit's close, you'll write a metacognitive reflection essay about how your encoding experience changed, illuminated, and informed the way you digest digital information.

Cognate Course

 Our course at Stonehill is being mirrored at the University of Victoria in British Columbia, where Dr. Janelle Jenstad is teaching "Popular Literature in the Renaissance." You and the students in that course will transcribe and encode the complete text of Thomas Dekker's *The Gul's Hornbook* for potential publication on *The Map of Early Modern London.* We will connect with the UVic students virtually from time to time.

Course Readings

All course readings are indicated on the syllabus and available as either open-source or scanned documents. You will find links to each reading on our class Blackboard site.

Assignments/Assessments are graded on the following point scale:

20   **Stationer's Assignment.** Students will investigate the printed output of a popular London stationer.

30   **EEBO Introduction.** Using the EEBO database to find a little-known popular text and write an introduction to it, encoding and publishing a digital text on a peer-reviewed, scholarly website.

20   **Encoding a section of *The Gul's Hornbook.*** You will transcribe and encode a previously undigitized text.

15   **Metacognitive Reflection essay on encoding project.** You will write a 3-5 page metacognitive essay about the encoding process and your take-aways from the experience.

15   **Class participation + Homework assignments.** Note: "Participation" does not mean merely showing up. You are expected to come to class prepared and engage productively in class discussions. You will also be expected to post informal reading/response assignments on Facebook as indicated on the syllabus and via in-class instruction. Note: **five absences** will put you at risk for automatically failing the course.

Late penalties: 1point if submitted after the start of class plus 1 point per additional day, including weekends.

MoEML Style Guide

Our ideal goal for each assignment is to publish your work on the *Map of Early Modern London* website. With that in mind, all assignments MUST adhere to the *MoEML Style Guide* found here: http://mapoflondon.uvic.ca/editorial_style.htm

Honor Code Statement

We expect you all to adhere to the Academic Honor Code and Academic Integrity Policy that are outlined in the *Hill Book.* Plagiarism can be more complicated than it sounds. Generally speaking, you commit plagiarism when you present someone else's work as your own. If you have questions about what is and what is not plagiarism: *PLEASE ASK! I* also recommend reviewing the UNC Writing Center's helpful handout on plagiarism located here: http://writingcenter.unc.edu/handouts/plagiarism/

Office of Accessibility Resources

Students seeking academic accommodations must first register with the Office of Accessibility Resources (OAR). Eligibility for academic adjustments and modifications are determined through an interactive process between the student and the Director of Accessibility Resources during which the intersection of the disability and the academic environment will be discussed. Contact: accessibility-resources@stonehill.edu.

Class Schedule
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TH 1/21   Course and participant introductions.
Classwork:
- Workshop: Reading early modern texts
    - "The Good Huswifes Handmaide for the Kitchin"
    - Directions to London from York, etc.
    - Reference: Crystal, Chs. 3 & 4 (Graphology and Punctuation) *Think on My Words*

Week 2: Virtual Spaces and Real Places in Early Modern Print Culture

TU 1/26   **Writing Due:** Post a 2-3 sentence interpretation of what the typography on the cover of McLuhan's text *does* in the context of his Prologue.
Reading Due: McLuhan, "Prologue," *Gutenberg Galaxy*; Stationers' Register v.5 (Arber), "Introduction" (xxv-xxx; xxxiv-xxxvi). excerpts; Eisenstein 70-81 (*Printing Revolution*)
Classwork:
- Discuss readings
- Review class acronym resource sheet (so very many!)
- Electronic Resources Scavenger Hunt: *EEBO, ESTC, British Book Trade Index, Shakeosphere, Six Degrees of Francis Bacon*
- Discuss BPL field trip logistics (van certified drivers + best times)

TH 1/28   **Homework Due:** After working out who the printer is from the title page of Tamburlaine*,* use the *BBTI* to look up his address. Then, find the address on the *MoEML* Agas Map if you can. Lastly, look up the printer and author on *SDFB* and see what you can learn about their social networks. Post your findings (either a short summary or a screenshot w/explanation) on Facebook.
Reading Due: Title page and dedication to Christopher Marlowe's *Tamburlaine*
Classwork:
- Review what we can and cannot do with electronic resources when studying early modern London.
- In-class transcription of *Tamburlaine* title page and dedicatory epistle
- What does this epistle tell us about early modern print culture?
- Distribute and discuss Stationers assignment

TU 2/2   **Writing Due:** Post a transcription of three sentences of Jones' Dedication to
               Tamburlaine (title page is ok too). If you cannot decipher a letter or other
               mark, indicate the missing selection by using empty brackets [ ]. Note: Do try
               and avoid re-posting segments your classmates have already done (to the best of
               your ability!).
               Reading Due: Title pages and dedications to both the Jones and Jeffes' editions
               of Nashe's *Pierce Penilesse*
               Classwork:
               - Discuss early modern social networks and concepts of intellectual property
                 in the context of 21st Century media
               - Discuss shift into "literary" print culture + stationers' shenanigans
               - Troubleshoot and augment transcriptions
               - Discuss the elements of Document Analysis + Conduct a DA on one of
                 our texts (time permitting)

TH 2/4   **Homework Due:** Post a transcription of three lines of the banned text of your
               choice. In addition to those assigned for today's reading, you may consult
               McCabe and find additional texts on *EEBO.*
               Reading Due: McCabe, "Elizabethan Satire and the Bishops' Ban of 1599";
               Davies' epigrams for Marlowe's elegies, Nashe's *Have with you to Saffron
               Walden,* Harvey's *Pierce's Supererogation,* Marston's *Scourge of Villanye*
               Classwork:
               - Discuss the Bishop's Ban of 1599 - why are these texts so dangerous to the
                 Crown?
               - Perform document analyses in-class
               - Discuss what can be gleaned from digital editions of early modern texts

Week 4: Field Trip to Boston Public Library Rare Book and MS Room

               Class will not meet this week at Stonehill, but you must join one of the three groups
       scheduled to visit the Boston Public Library Rare Book and MS Room in Boston. Here
       we'll study and perform document analyses on more "Big Books," plus plays, prose,
       poetry, and other early modern printed materials.

TU 2/9   Session 1: 12PM – 1:30; Session 2: 2:00-3:30 **(FLEXIBLE)**
               Reading Due: Egan, "How early modern books were made"
               Classwork:

- The origami sessions: Making quartos, folios, octavos, and more
- How to conduct research at the Boston Public Library
- Document Analyses

TH 2/11   **Session 3: 1:30-3:00**
Reading Due: Egan, "How early modern books were made"
Classwork:
- The origami sessions: Making quartos, folios, octavos, and more
- How to conduct research at the Boston Public Library
- Document Analyses

Week Five: Stationers' Project Workshops

TU 2/16   **Writing Due:** Post a 2-3 paragraph reflection about how your experience with early modern texts *in situ* differs from working with digital facsimiles
Classwork:
- Review our list of stationers and choose one that has a range of publications that interests you
- Start researching the genre of materials your stationer produces in the context of early modern print culture (e.g., sermons, broadsides, proclamations, etc.)
- Start learning what you can about your printer from his output, social networks, and the location of his shop

TH 2/18   **Homework Due:** Choose a stationer for your research project and post an annotated bibliography (1-2 sentences for each source) for 10 publications on Facebook.
Classwork:
- In-class research paper workshop
- Film: *Revising Prose*

Week Six: To the tune of.....

TU 2/23   **Homework Due:** Rough Draft Stationers' Assignment
Classwork:
- Workshop Stationers' Assignment Drafts

TH 2/25   **Writing Due:** Stationers Assignment
Classwork:
- Ballads! In-class readings and listening party!

Week 7: Plague, Proclamations, and Broadsides

TU 3/1   **Writing Due:** Transcribe and post 2-3 sentences that you found most shocking and/or hilarious.
Reading Due: All readings in the "Plague and Punishment Broadsides" Folder on Blackboard
Classwork:
- Assign proclamations for class discussion 3/7
- Discuss the features of print in these broadsides. If you were going to recreate them for a popular audience, what elements would you keep? What would you lose?
- View videos @ early modern print culture & Gutenberg technology

TH 3/3   **Writing Due:** Transcribe 4 key sentences from your assigned proclamation and post on Facebook. Please try and avoid posting work other students have already done.
Reading Due: All proclamations in "Proclamations" Folder on Blackboard
Classwork:
- Small group discussions and presentations of assigned proclamations.
- Continue discussion about the structural and/or formal conventions of print

SPRING BREAK

Week 8: History of the electronic early modern book!

TU 3/15   **Writing Due:** Post a question on FB to ask the author of the *EEBO* articles.
Reading Due: Read Zimmer: "History of *EEBO*," and "Using *EEBO*" (both on Blackboard
Classwork:
- Guest lecturer Mary Erica Zimmer will discuss the history of *EEBO* and how we use it today
- Review EEBO assignment and "Beware the Cat"

TH 3/17   **Writing Due:** Post the title, STC, and a short description of the document you have chosen to write about for the *EEBO* assignment
Classwork:
- EEBO assignment workshop: reading and research

Week 9: EEBO Encyclopedia Entry Workshops

TU 3/22   **Writing Due:** Rough draft *EEBO* assignment for in-class workshop – **BRING 2 HARD COPIES TO CLASS!**
- Peer review and polish *EEBO* assignments
- Test virtual lecturing platform with Prof. McLean-Fiander

W 3/23   **Stonehill follows a Thursday schedule, but CLASS WILL NOT MEET**
- **KAB at Shakespeare Association of America Meeting in New Orleans**

TH 3/24   EASTER BREAK – No Class

Week 10: UVic Meet-up!

TU 3/29   **Homework Due:** *EEBO Assignment*
Classwork:
- Virtual Meet-up with our pedagogical partners at UVIC
- Discuss course projects and themes with UVIC students
- Assign reading/transcription groups for *The Gul's Hornbook*
- Discuss revisions for Stationers' Assignment

TH 3/31   **Reading Due:** *The Gul's Hornbook* (through Ch. 1)
Classwork:
- In-class transcriptions using oXygen software

Week 11: Don't be Guled!

TU 4/5   **Writing Due:** Stationers' Assignment revisions: Upload WORD DOCS (no Pages files or PDFs, please) into our shared Dropbox folder.
Reading Due: *The Gul's Hornbook* (Chs. 2-5); Shillinsburg, "From Physical to Digital Textuality"
Classwork:
- Introduction to editorial conventions: What's at stake when digitizing a book?
- In-class transcriptions

TH 4/7   **Reading Due:** *The Gul's Hornbook* (Ch. 6-8); Anna Bayman, "Vice, Folly, Rogues" (*Thomas Dekker – ebook* available through Stonehill Library)
- Student-led discussions of *The Gul's Hornbook*
- Discuss aims for transcription and editorial goals
- Finish transcriptions of *The Gul's Hornbook*

TU 4/12   **Homework Due:** *EEBO* Assignment RevisionsL Upload WORD DOCS (no
               Pages files or PDFs, please) into our shared Dropbox folder.
               Classwork:
               - XML/TEI Intro + Workshop with Prof. Kim McLean-Fiander

TH 4/14   **Homework Due:** Fine-tune *The Gul's Hornbook* transcriptions
               Classwork:
               - Encoding workshop with Prof. Scott Hamlin (Stonehill)

Week 13: Encoding The Gul's Hornbook

TU 4/19   **Classwork:**
               - TEI Workshop with Prof. Kim McLean-Fiander

TH 4/21   **Classwork:**
               - TEI Workshop with Kylee-Anne Hingston (U Victoria)

TU 4/26   **Classwork:**
               - TEI Workshop with Prof. Kim McLean-Fiander and Sarah Connell
                 (Northeastern University)

TH 4/28   **Writing Due:** Full draft encoding project
               Classwork:
               - Troubleshoot encoding project with Prof. Kim McLean-Fiander

Week 15: Closing this chapter....

TU 5/3   **Writing Due:** Metacognitive Reflection Essay, plus all outstanding revisions
               Classwork:
               - Survey