



ENGLISH 4620: Literary Modernism, Magazines, and the Digital Humanities

Professor: Dr. Matt Huculak

Room: McCain 1130

Time: 09:35 am - 11:55 am

Office: McCain 2197

Office Hours: MTRF, 1-2pm and by appt.

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Modernism was born in the magazines. In this course, we will study the rise of modernism through periodicals. We will use the theory of Periodical Studies to guide us through our primary sources, which are available for free at the Modernist Journals Project (www.modjourn.org).

In many ways, the ability to study modernism through the magazines is only possible because of digital humanities initiatives like the MJP, which allows us to study large textual archives like never before. We are also able to read literature in its original site of publication, which allows us to accomplish what Jerome McGann calls “Radial Reading;” that is, we can examine the material that appeared around the literature in order to understand the cultural conditions that went into its production. In addition to reading about magazines, students will learn to preserve, create, and curate their own digital collections of material for this course. All assignments will be part of a larger archive that will be managed online by each student. Students will learn how to digitize a portion of their periodicals, thereby learning important bibliographic skills and digital preservation techniques.

Objectives

- To explore the cultural conditions of modernism
- To examine the role of periodical studies in modernist scholarship
- To learn editorial skills for the creation of a digital archive
- To learn about digital humanities and 21st-century literary scholarship

Required Texts

Online:

- *A Companion to Digital Literary Studies*, ed. Susan Schreibman and Ray Siemens. Oxford: Blackwell, 2008. <http://www.digitalhumanities.org/companionDLS/>
- The Modernist Journals Project: <http://www.modjourn.org>
- MLA Resource Guide: http://libraries.dal.ca/writing_and_styleguides/style_guides.html
- PDFs of certain articles will be available on the course website.

Course Requirements & Grade Calculations

Participation (attendance & class engagement)	10%
Two, Five-Page Papers	30%
Four Blog Entries	20%
Leading a Class Reading Response	10%
Final Project	20%
Oral Presentations	10%

Grade	Point Range
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A	90-93:	A-	94-96:	A	97-100:	A+
B	80-83:	B-	84-86:	B	87-89:	B+
C	70-73:	C-	74-76:	C	77-79:	C+
D	60-63	D-	64-66:	D	67-69	D+
F	59 and below					

Participation

Attendance at all class meetings is mandatory. Since I aim to cultivate a collaborative classroom, you should expect to speak aloud either by raising points or by responding to your peers from an informed point of view. Preparing for a class means arriving on time having read and thought about the assigned texts, so that you are ready to engage with the ideas being presented by the speaker. If you have more than two unexcused absences (summer schedule), you will receive a 0 for participation.

Five-Page Paper Assignments

Students will submit two, five-page papers based on the course readings. Do not forget to include a Work(s) Cited page on the sixth page of your essay. I request that you use the Times New Roman, 12-point font. All essays must be submitted to huculak@dal.ca by 8:30am on the day that it is due.

Revised Papers

I encourage all students to revise their graded papers. You may turn in a revised paper up to a week after it is returned to you (summer schedule) for a higher grade.

What are A Papers?

These papers are excellent in quality and thought. An A paper has a strong thesis statement that logically connects and unifies the paper. There are fewer than three spelling, grammatical, or punctuation errors. Sentences are well formed and transition effortlessly from one to the next.

Late Papers

Late papers will be accepted. 1/3 of a letter grade will be deducted for every day it is late (B+ will become a B, etc.)

Blog Entries

Each student will create a Wordpress blog in order to write a 600+-word essay on a course reading. You are asked to copy a quotation or section from a text (and include a citation) and then respond to that text underneath. The blog entries differ from the essays in that you are encouraged to include images and link to other resources on the web, and your writing may be more informal (though still scholarly).

Leading a Class

Each student will lead a twenty-minute classroom presentation on an assigned reading. Students are expected to contextualize the reading for the class and lead discussion afterwards (10 minutes for contextualization; 10 minutes for discussion). Members of the class should be prepared to respond and ask questions.

Final Project

For your final project, you will digitize, markup, and publish a portion of the magazine. You will work in groups (summer schedule). During the first week you will be split up into groups at which point you will elect a project manager. Quite often, group work can be frustrating. Each individual is expected to participate equally in the digitization of the magazine and contribute to the supporting critical apparatus. Tasks: 1. Digitize a magazine; 2. Create a searchable PDF of the magazine; 3. Create thumbnails of every page in the magazine; 4. Create large image files of the magazine (dimensions and dpi will be discussed

in class); 5. Create a biography page for people in your magazine; 6. Create a bibliography of research for your magazine.

Oral Presentations

Teams will give a 10-minute presentation contextualizing their magazines to the class. Students are encouraged to showcase their final project as it is being developed.

Academic Honesty

All students in this class are to read and understand the policies on academic integrity and plagiarism referenced in the Policies and Student Resources sections of the academicintegrity.dal.ca website. We will discuss good research and citation practices in class. Plagiarism will not be tolerated. If you have any questions about academic honesty, please ask me.

Scholarship is all about entering into a larger intellectual conversation with those who have gone before us. By citing your sources, you are showing your colleagues that you have an understanding of the larger field of conversation.

Electronic Devices

All communication devices must be turned off during lecture and discussion. Laptops will be used during our “workshop” times in class, and we will have Twitter assignments. Interacting with persons present in the room, however, is the most important activity of my teaching style. Moreover, You are encouraged to use electronic devices outside of the classroom: If you would like to share an interesting quotation, please post it to Twitter. Use **#engl4620** as your hashtag.

The Daily App

I will be introducing you to useful digital tools for conducting your research. If you use a tool that you find particularly helpful, please share it with me and your colleagues during class.

Office Hours

My office is always open to discuss your papers, ideas, and work in modernism. Please do not hesitate to email me if you would like to set up an appointment, or feel free just to drop by during my posted hours.

Office of Student Accessibility & Accommodation Syllabus Statement

Students may request accommodation as a result of barriers related to disability, religious obligation, or any characteristic under the Nova Scotia Human Rights Act. Students who require academic accommodation for either classroom participation or the writing of tests and exams should make their request to the Office of Student Accessibility & Accommodation (OSAA) prior to or at the outset of each academic term (with the exception of X/Y courses). Please see www.studentaccessibility.dal.ca for more information and to obtain the Request for Accommodation (Form A).

A note taker may be required to assist a classmate. There is an honorarium of \$75/course/term. If you are interested, please contact OSAA at 494-2836 for more information.

Schedule of Readings

Week 1	What is Modernism? The Digital Humanities?
Monday, May 7	Welcome. Syllabus. Introduction. Course Website. Daily Apps: Twitter & easybib.com & PDF Management
Tuesday, May 8	Read: 1. Latham & Scholes, “The Rise of Periodical Studies.” (PDF) 2. McGann, “How to Read a Book,” from <i>The Textual Condition</i> . (PDF)

	Discussion: How to read a magazine. Daily App: Evernote
Thursday, May 10	Setting up and theming your Wordpress blog. Taught by Kaarina Mikalson. Daily App: Wordpress
Friday, May 11	No Class; Reading day; BLOG 1 DUE
Week 2	
Monday, May 14	Read: “The Heart of Darkness” http://www.conradfirst.net/view/image?id=22820 (193-220). A better reading copy: www.gutenberg.org/ebooks/526 2. Raymond Williams, “When Was Modernism?” (PDF) Daily App: Zotero
Tuesday, May 15	BLOG 2 DUE Read: 1. Atkinson, “Bound in <i>Blackwood’s</i> .” (PDF) 2. Chinua Achebe, “An Image of Africa.” (PDF) Daily App: Mendeley
Thursday, May 17	Read: 1. Flint, “Imagisme.” <i>Poetry</i> 1.6 (MJP) 2. Pound, “A Few Don’ts by an Imagiste.” <i>Poetry</i> 1.6 (MJP) Pound, all “Contemporania” poems. <i>Poetry</i> 2.1. (MJP) Daily App: GIMP
Friday, May 18	Paper 1 DUE Read: 1. Bolter, “The Double Logic of Remediation” (PDF) 2. George Bornstein, “How to Read a Page: Modernism and Material Textuality.” (PDF) Daily App: Calibre
Week 3	
Monday, May 21	Victoria Day (No Class) Read.
Tuesday, May 22	BLOG 3 DUE Read: 1. <i>BLAST</i> 1 (MJP) & <i>BLAST</i> 2 2. Ezra Pound, “Vorticism” (PDF) Daily App: Read Later
Thursday, May 24	Read: 1. Paul Peppis, “Surrounded by a multitude of other Blasts’: Vorticism and the Great War.” 2. <i>BLAST</i> Continued... Daily App: Wunderlist
Friday, May 25	Paper 2 Due Read: 1. Joyce, <i>Ulysses</i> , Episodes 1, 2, 3, 4, 7 (MJP) 2. Amanda Sigler, “Scandalous Reputations.” http://www.berfrois.com/2011/06/happy-bloomsday/ 3. Anderson, “ <i>Ulysses</i> in Court.” (<i>Little Review</i> 7.4) (MJP)
Week 4	
Monday, May 28	Workshop: Bring your Computer if you can.
Tuesday, May 29	BLOG 4 DUE

	Last Day of class; Team Presentations
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