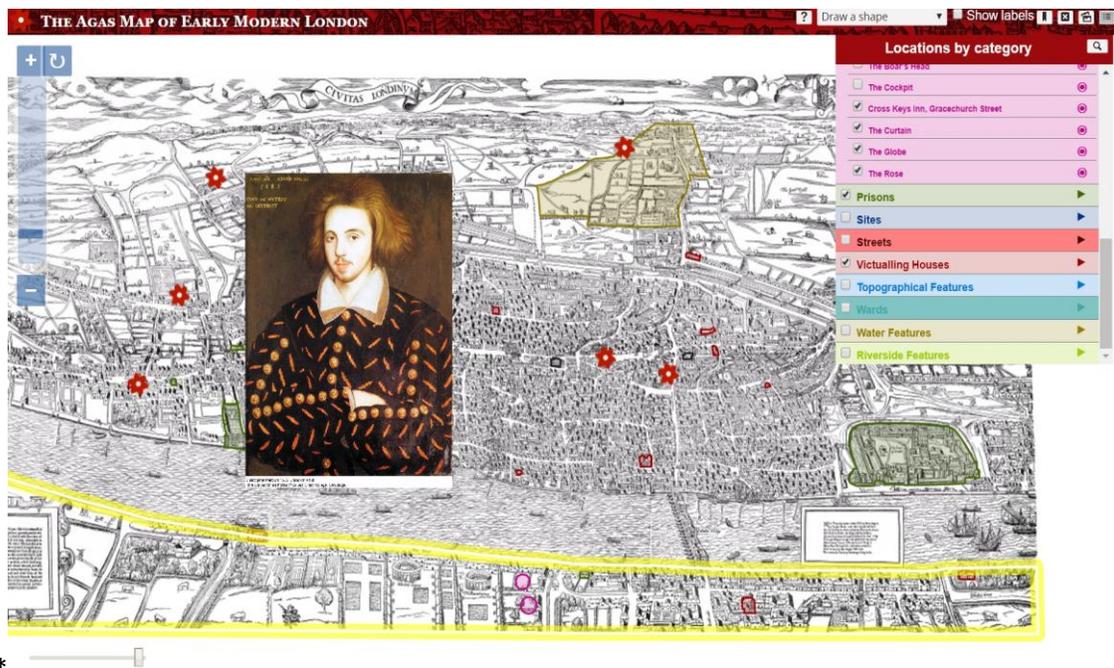


# A Rogue's Progress: Mapping Kit Marlowe's Social Networks

LC 347A \* TU/TH: 1:00-2:15 + TU: 2:30-3:20 \* Stanger 308



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## The Team:

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## Course Description:

This project-based Learning Community synthesizes conventional English studies with machine-assisted reading and research practices to introduce students to text-based Digital Humanities practices. Students will study the adventures and legacy of early modern London's most notorious poet, playwright, likely spy, and general roustabout, Christopher (aka "Kit") Marlowe. In Unit 1, students will build on the work of their predecessors by conducting scholarly research and contribute descriptive links to [The Kit Marlowe Project](#) (KMP) website; students will also cross-check and add information to the "ographies" (persons/places/titles) that complement works in the "Mini Archive." In Unit 2, students will first study Marlowe's *Doctor Faustus* to learn about conventions of early modern drama and then conduct research that will help them edit and augment the "Works" pages of the website. In the final unit, students will use Text Encoding Initiative (TEI) guidelines as they transcribe, encode, edit and publish two mixed-genre, seventeenth-century editions of *Doctor Faustus* on the "Mini-Archive" page of the KMP site.

- Image designed by KAB featuring highlighted places Marlowe likely frequented on [The Map of Early Modern London's](#) Agas Map, edited by Janell Jenstad, University of Victoria.

## Learning Objectives

### Unit 1: Dangerous Knowledge

#### SWBAT:

- Discuss how Gutenberg's 15<sup>th</sup> Century technology and its social impacts anticipates Internet technology's effect on 21<sup>st</sup> Century society.
- Recognize how courses like ours contribute to cultural preservation and open-source knowledge bases.
- Conduct research that merges scholarly and popular sources as they learn how to assess the difference between reliable and unreliable internet sites.
- Read and transcribe selected early modern works as they were printed using facsimile editions.
- Use the *Oxford English Dictionary* and *Perseus Project* websites (among others) to ascertain the significance of unfamiliar words and names.
- Work as a team within the *KMP* site to add links to early modern places in the encyclopedia using *The Map of Early Modern London*.
- Learn to write for new media (hint: active voice!) and augment the "ographies" spreadsheet that complements the "Mini-Archive."
- Reflect metacognitively on their learning styles in the context of how well they believe they have met the learning objectives.

### Unit 2: *The Historical Life and Damnable Death of Doctor Faustus*

#### SWBAT:

- Knowledgeably discuss the intersections of genre in *Faustus* in the context of the play's themes.
- Work as a team to rigorously research a single work and contribute a brief synopsis of information about date of composition, performance, publication, plus sources and adaptations on the work's home page before populating it with posts highlighting various editions that are available online.
- Time permitting: Understand how they might manipulate digital texts using *Voyant Tools*, *Pelagios's Recogito*, or *Six Degrees of Francis Bacon* to identify social/lit networks.
- Reflect metacognitively on their learning styles in the context of how well they believe they have met the learning objectives.

### Unit 3: Editorial Encoding Projects: The Mini-Archive!

#### SWBAT:

- Practice descriptive bibliography with digital and material facsimile editions of early modern texts.
- Accurately transcribe mixed-genre seventeenth-century texts, representing special characters including the the long s ( ſ ), vowel ligatures ( æ, œ ), and more.
- Make editorial decisions about how best to describe the text using Extensible Markup Language (XML) and Text Encoding Initiative (TEI) practices.
- Work as a team to accurately encode, edit, and publish mixed-genre, seventeenth-century texts using [oxygen XML Editor](#) and the [TAPAS Project](#) platform.
- Reflect metacognitively on their learning styles in the context of how well they believe they have met the learning objectives.

### Required Texts

Although many of our readings will be available via the public domain (see links and pdfs on eLearn), you will need to purchase the following:

Marlowe, Christopher. *Doctor Faustus: With the English Faust Book*. Ed, David Wooton. Hackett Classics, 2005.

### Recommended Texts/On Reserve

The following texts are on reserve, but some are also available quite cheaply on Amazon (and, as students, you may get a free Prime account):

Bartels, Emily C. and Emma Smith, eds. *Christopher Marlowe in Context*. Cambridge: Cambridge UP, 2013. Print.

Honan, Park. *Christopher Marlowe: Poet & Spy*. Oxford: OUP, 2007. Print.

Nicholl, Charles. *A Cup of News: The Life of Thomas Nashe*. London: Routledge & Kegan Paul, 1984. Print.

Nicholl, Charles. *The Reckoning*. Chicago: U Chicago P, 1995. Print.

Riggs, David. *The World of Christopher Marlowe*. New York: H. Holt, 2004. Print.

Frequently used Digital Resources are available on the [KMP website](#).

### Additional Readings

Because the nature of our course is to read widely and recognize patterns and networks among multiple texts, many of our reading assignments are short enough to scan. All additional readings organized by unit on eLearn.

### OneDrive and eLearn

You'll use OneDrive as a collaborative work-space throughout the course. All assignments, including transcription and encoding projects will be submitted through eLearn.

### Attendance & Tardiness

Because this is a workshop-based course, attendance is critical! Although you are expected to attend all class sessions, illnesses and unforeseen catastrophes can get in the way. If you know you cannot come to a class for some reason, please notify me via email *before* the class is scheduled to meet. You may, **with good reason and advance notice**, miss two classes without penalty. But each subsequent absence will lower your final grade by ½ a letter grade – i.e. if your average at the end of the semester is a C, and you missed three classes you will receive a C-. You will be held responsible for the day's assignment whether you were in class or not, so be sure to contact someone to find out what you missed! *If you miss five classes, you will automatically fail the course.* **Tardiness** is not only disrespectful, but late arrivals seriously disrupt our time together. If you know you will be late, please notify me in advance. *Otherwise, two tardy arrivals will be counted as one absence.*

**Assignment Submissions & Grading Rubric****15 Participation and Preparedness**

Attendance does NOT equal “participation.” This course is driven by exploratory, project-based learning that requires you to work collaboratively in-class. You are expected to come to class prepared to contribute meaningfully to class projects; your contributions to the course website will be reflected here.

**30 Informal Writing Assignments/Discussion Board Posts (10 @ 3pts)**

There are 10 informal writing assignments in this course worth two points each. All assignments are due before the start of class on the given day unless otherwise indicated. To earn 2 points, you must submit insightful, specific, and thoughtfully crafted responses to prompts with few to no grammatical errors on time. To earn 1 point, you must respond directly to the prompt and do your best to avoid mechanical writing errors, plus submit on time. Late submissions will be accepted, but credit will be negotiated on a case by case basis.

**5 Links to locations in the *Map of Early Modern London's Gazetteer***

Each group will carefully read each encyclopedia entry and cross-check all place names to determine their geographical locations. Students will find all London locations on the [Map of Early Modern London](#) (MoEML) and conduct additional research to make sure they have found the correct place before linking the place name in the encyclopedia entry to MoEML's [Gazeteer](#). For grading purposes, each group will submit a note on eLearn identifying which alphabetical range on the encyclopedia they were assigned to.

**5 “Ography” Contributions**

Each group will submit a list of their “ography” contributions to the Master spreadsheet on eLearn. Much as the MoEML hyperlink assignment, students will conduct independent research before cross-checking their information with their group. Students will manage work-flow by creating a group spreadsheet in OneDrive where they may copy and paste their entries from the Master “ography” spreadsheet, plus include a final column that includes a brief annotation describing the hyperlink.

**10 Works Contributions**

Each group will collaborate to research and write up a succinct history of composition, publication, and performance for their assigned work to be posted on the works home page. Groups will then generate posts that feature different kinds of online editions including but not limited to: edited editions, encoded editions, transcribed editions, image-set editions, editions that may be manipulated using visual tools, and more.

**5 EXTRA CREDIT****Manipulating Digitized Texts: Works Contributions**

Students may earn extra credit by choosing to explore how they can manipulate digital texts. Students may work independently or in groups and:

- Create a post featuring a subset corpus associated with one of your assigned works using tools on our Digital Resources page. Include a brief description of your rationale/methods.
- Create a text-mining visualization generated from pre-made corpora to complement your posts.
- Upload .txt files into [Pelagios's Recogito](#) platform. Tag and proof place names to create maps of assigned texts.
- Write a "how to" guide for future students that offers instructions for creating corpora or using new(er) tools on our Digital Resources list.
- Generate your own ideas, but run them by us first!

Your goal is to explore how manipulating digital texts and tools offer insight into the material itself. The goal is to offer resources for generating new scholarship on Marlowe's play in the context of different kinds of textual witnesses from the period.

### 5 **Transcription**

Each student will be graded on the quality and accuracy of their transcribed contribution for the group encoding project.

### 15 **Group Encoding Project**

Each group will be graded on the accuracy and quality of their encoding projects (including transcription). Please note that you will be graded *as a group*. You may distinguish your individual contributions in your metacognitive reflections if you like.

### 15 **Metacognitive Reflections (3 @ 5)**

You will be asked to think metacognitively – that is, to think about your thinking – about the skills you learned, plus your experiences working collaboratively with peers and instructors throughout the course of each unit. These are short, first-person essays that will be graded on the depth of your reflections and the quality of your writing.

### **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**

Stonehill College is committed to providing a welcoming, supportive and inclusive environment for students with disabilities. The Office of Accessibility Resources (OAR) provides a point of coordination, resources and support for students with disabilities and the campus community. If you anticipate or experience physical or academic barriers based on disability, please let me know so that we can discuss options. You are also welcome to contact OAR to begin this conversation or to establish reasonable accommodations for this or other courses. OAR is located within the Academic Services & Advising Suite in Duffy 104. For additional information please call (508) 565-1306 or email [accessibility-resources@stonehill.edu](mailto:accessibility-resources@stonehill.edu).

## Course Schedule

| Date | Writing/Homework Due   | Assignment  | Classwork  |
|------|--|---|--|
| 1/18 |  |   | <ul style="list-style-type: none"> <li>• Who was Kit Marlowe?</li> <li>• What are we doing?</li> <li>• <a href="#">“What are the Digital Humanities”?</a></li> <li>• Why are we doing this?</li> <li>• Introduction to course website and student-generated projects.</li> </ul>   |
| 1/23 | DB Post: After reading Healey’s overview of Marlowe’s bio, read the Meres text. What kind of biographical evidence does Meres offer about Marlowe’s life in 1598? Post an answer to this question, plus a 1-2 paragraph reflection about what you learned about Marlowe. | Read: Healey, “Marlowe’s Biography”: Meres, selection from <i>Wits Treasury</i>         | <ul style="list-style-type: none"> <li>• Brief discussion of Healey’s bio &amp; Meres text in the context of <i>KMP</i> exhibits.</li> <li>• Review <i>MLA</i> Citation formatting</li> <li>• NOTE: ALL CITATION GENERATORS ARE BANNED IN THIS CLASS</li> <li>• Scavenger Hunt: What does the internet say about Kit Marlowe?</li> </ul>   |
| 1/25 | DB Post: Paste Scavenger Hunt results into your post with citations  | Read: Eisenstein, <i>Printing Revolution</i> pp. 1-2; pp.70-81                          | <ul style="list-style-type: none"> <li>• Overview: Reading and writing in early modern England; the Bishops Ban</li> <li>• How to read early modern print</li> <li>• In-class reading of Davies’ epigrams (<i>EEBO</i> version, then <i>KMP</i> version)</li> <li>• In-class reading of selections from the <i>Geneva Bible</i></li> </ul>   |
| 1/30 | DB Post: Transcription of <i>Geneva</i> , plus a 2-3 sentence summary of your assigned selection.  | Choose 10-15 lines from the scanned selection of the <i>Geneva Bible</i> to transcribe. | <ul style="list-style-type: none"> <li>• <a href="#">Stephen Fry and the Gutenberg Printing Press</a></li> </ul>   |
| 2/1  | DB Post: Write 1-2 paragraphs reflecting upon how knowledge could be dangerous in post-Gutenberg Europe. Why is knowledge considered “power”?  | Read: McCabe, “The Bishops Ban and Elizabethan Satire.”                                 | <ul style="list-style-type: none"> <li>• Discuss Bishop’s Ban and read selected excerpts from banned texts aloud in class.</li> <li>• Discuss the dangers of misrepresenting knowledge on our class website ☺</li> <li>• What can we use/cite?</li> <li>• Creative Commons Licensing</li> <li>• <i>MLA</i> citation formatting</li> <li>• How to edit posts on the class website: bibliography.</li> </ul> |
| 2/6  |  | Edit your assigned sources  | <ul style="list-style-type: none"> <li>• Discuss how citation prepares us for encoding: every symbol has a function, attributes are nested within elements, attention to detail is important!</li> <li>• <i>MLA</i> editing Q/A. Peer review bibliography edits and fix all.</li> <li>• KAB and RP will proof DB posts in-class to help!</li> </ul>  |

| Date | Writing/Homework Due  | Assignment   | Classwork  |
|------|---|--|--|
| 2/8  | DB Post: Paste your edited citations into your post (end of class is OK).   |  | <ul style="list-style-type: none"> <li>• Continue editing Bibliography.</li> <li>• <a href="#">MoEML</a> Demo.</li> <li>• Review <a href="#">Edward (Ned) Alleyn</a> Example</li> <li>• Link early modern London locations in Encyclopedia to <a href="#">MoEML's Gazetteer</a>.</li> </ul>  |
| 2/13 | DB Post: Paste your links in brief context (no more than a sentence or citation) into your post.  | Finish adding links.<br>Start reading <i>Faustus</i> (due 2/20).   | <ul style="list-style-type: none"> <li>• Review <a href="#">Digital Resources</a>, plus library databases including the <i>OED</i> and <i>EEBO</i>.</li> <li>• Review last semester's "ographies" and discuss how to cross-check research, make sure you have correct person or place, and add reliable information.</li> <li>• Discuss writing for new media: brevity is all!</li> <li>• Groups will add links and brief notes to their assigned "ographies" sections.</li> </ul> |
| 2/15 | DB Post: How did watching <i>Revising Prose</i> help you understand the difference between writing in the "official style" – characterized by the passive voice – and writing for new media?  | <ul style="list-style-type: none"> <li>• Watch <i>Revising Prose</i></li> <li>• Keep reading <i>Faustus</i> (due 2/20).</li> </ul> | <ul style="list-style-type: none"> <li>• Groups will workshop "ographies" section.</li> <li>• Group-swap peer review of "ographies"</li> </ul>   |
| 2/20 | 1. Upload revised MoEML links and "ography" entries to eLearn for grading. You may paste both into the same document. Each group member should copy the assignment and upload it individually, adding a note identifying which group they are in. One person from each group will receive and be responsible for disseminating feedback.<br><br>2. Metacognitive Reflection Due | Finish reading <i>Faustus</i> .  | <ul style="list-style-type: none"> <li>• Intro to <i>Dr. Faustus</i></li> <li>• In-class reading of facsimile ed. of 1604 "A-text"</li> <li>• Discuss interplay of genres between Jones's epistle, the chorus's opening verses, and Faustus's opening soliloquy. What do they look/sound/read like?</li> <li>• Fabulous film clips!</li> </ul>   |
| 2/22 | DB post: How do you feel about the final scene of the play? What do you take away from reading and watching this play?  |  | <ul style="list-style-type: none"> <li>• CLASS WILL MEET IN THE DiSCO at the Library</li> <li>• Assign works to the groups.</li> <li>• Demo assignment: Research, Cross-check, Adding sources to Bibliography, Writing Intro Blurb, Generating Posts. Research works.</li> </ul>   |
| 2/27 |   |  | <ul style="list-style-type: none"> <li>• Workshop "works" projects.</li> <li>• Introduce extra credit projects</li> </ul>  |
| 3/1  | DB post: Upload draft of research blurb   | Work as a group to draft research blurb. One student may upload the  | <ul style="list-style-type: none"> <li>• Workshop "works" projects.</li> <li>• Start posting projects on website.</li> </ul>   |

| Date | Writing/Homework Due   | Assignment  | Classwork   |
|------|--|---|---|
|      |  | blurb to the discussion board (the rest may comment that they are part of that group so they may get credit). |   |
|      |  | SPRING BREAK  |   |
| 3/13 |  | Polish your works pages and prepare for peer review.  | <ul style="list-style-type: none"> <li>• Group-swap peer review of “works” projects.</li> </ul>   |
| 3/15 | Submit group projects on eLearn for grading– each person should note which group they were in and which works they have been assigned.   |   | <ul style="list-style-type: none"> <li>• Document Analysis and origami sessions</li> <li>• Assign transcription/encoding sections of new <i>Faustus</i> texts</li> <li>• Introduction to transcription practices</li> <li>• In-class transcription (time permitting)</li> </ul> |
|      | Extra credit assignments due   |   |   |
|      | Metacognitive Reflection 2   |   |   |
| 3/20 |  |   | <ul style="list-style-type: none"> <li>• In-class transcriptions</li> </ul>   |
| 3/22 | Bring 2 hard copies of your completed transcription to class   | Finish transcriptions and prepare for peer review   | <ul style="list-style-type: none"> <li>• Peer review transcriptions</li> <li>• Introduction to XML and TEI encoding practices</li> </ul>  |
| 3/27 | Transcriptions Due   | Polish your transcriptions  | <ul style="list-style-type: none"> <li>• Encoding Workshop: TEI Structure</li> </ul>  |
|      | EASTER BREAK   |   |   |
| 4/3  | DB Post Due: Write 1-2 paragraphs reflecting on your experiences learning encoding to date. Are you confident? Struggling? What do you still not understand? What do you have questions about? What do you like most? Least? |   | <ul style="list-style-type: none"> <li>• Encoding Workshop: TEI Inline Features</li> </ul>  |
| 4/5  |  |   | <ul style="list-style-type: none"> <li>• Encoding Workshop: CSS Layout and Style</li> </ul>   |
| 4/10 |  |   | <ul style="list-style-type: none"> <li>• Encoding Workshop: Headers, Responsibility, and Publishing to TAPAS</li> </ul>   |
| 4/12 |  |   | <ul style="list-style-type: none"> <li>• Overview of Encoding and Linking to Ographies</li> </ul>   |
| 4/17 | DB Post Due: Write 1-2 paragraphs reflecting on your experiences learning encoding to date. Are you confident? Struggling? What do you still not understand? What do you have questions about? What do you like most? Least? |   | <ul style="list-style-type: none"> <li>• Work on Encoding Ographies</li> </ul>  |
| 4/19 |  |   | <ul style="list-style-type: none"> <li>• Complete Encoded Ographies and Upload to TAPAS Ographies</li> </ul>  |
| 4/24 |  |   | <ul style="list-style-type: none"> <li>• Encoding Links to Ographies</li> </ul>   |

| <b>Date</b> | <b>Writing/Homework Due</b>                                 | <b>Assignment</b> | <b>Classwork</b>  |
|-------------|---|-------------------|---|
| 4/26        | Upload group encodings of the texts and Ographies to eLearn |                   | <ul style="list-style-type: none"><li>• Complete Linking to Ographies and upload to TAPAS</li><li>• Website hygiene</li></ul> |
| 5/1         | Metacognitive reflection due                                |                   | <ul style="list-style-type: none"><li>• Website hygiene</li><li>• Grand Finale!</li></ul>                                     |