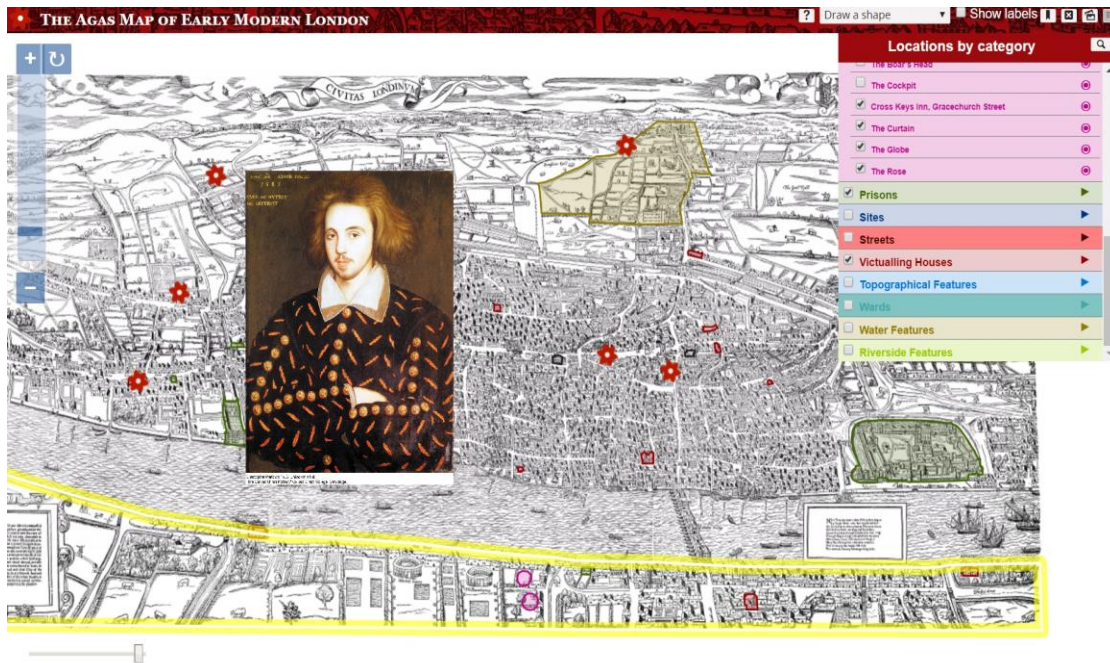


A Rogue's Progress: Mapping Kit Marlowe's Social Networks

LC 347A * TU/TH: 1:00-2:15 + TU: 2:30-3:20 * Shields 142



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Course Description:

In this project-based Learning Community, 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. Throughout the course, students will use take project-based research approaches toward building an open-access website that fills existing gaps in Marlowe studies. Students will create a critical bibliography of online Marlowe resources, build web exhibits, write encyclopedia entries about Marlowe's known associates, plus use Text Encoding Initiative (TEI) methods to transcribe, edit, and encode archival works that contribute to open-source Marlowe scholarship. No prior experience is required.

Sequence of Events

Unit 1: Rogue, Poet, Spy?

Who *was* Christopher Marlowe? Conspiracy theories swirl around this talented poet and playwright. Some believe Marlowe “was” Shakespeare. Some think Marlowe was Shakespeare’s secret lover and rival poet. Some think Marlowe was a spy for Elizabeth I – or, perhaps, a double agent working also for Catholic concerns. In this first unit, students will explore the controversies as they learn how to conduct scholarly research and to make informed decisions about credible and incredible sources. With the help of Stonehill’s Digital Collaboratory, students will also learn how to publish their research on an open-access course website. The goal is to create an annotated bibliography of online Marlowe sources that ranges from the scholarly to the scandalous!

Unit 2: Mapping Marlowe’s Social Networks and Writing for New Media

Any good bibliographer knows (or will soon learn) that rigorous research generates LOTS of information! In this unit, students will assess the information gleaned creating Unit 1’s annotated bibliographies and build thematically organized and graphically interesting web exhibits. Each exhibit will feature links to encyclopedia entries that provide concisely written information about persons, places, and organizations that help one understand Marlowe’s life and times. Next, they will use tools from the digital humanities to research and create additional entries that may include maps, visualizations, data, and sundry open-access textual artefacts and images. Throughout this unit, students will practice writing for new media, collaborative editing practices, and annotating online sources.

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

What does an encoded text do that a pdf does not? In this unit, students will learn about the Text Encoding Initiative (TEI) principles and use the University of Victoria’s *Map of Early Modern London* guidelines to transcribe, encode, and publish archival works including excerpts of Francis Meres’s *Palladis Tamia*, or “*Wit’s Treasury*,” plus Samuel Davies’s epigraphs to Marlowe’s translations of Ovid’s *Elegies* on the course website. Lastly, students will create and contribute to “ographies” that complement the texts – that’s to say, links to persons, places, and titles mentioned in these works. Time permitting, students will encode their entries for future publication on the course website.

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:

MLA Handbook, Eighth Edition

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.

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.

eLearn

All discussion board posts, assignments, 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.

20 Informal Writing Assignments/Discussion Board Posts (10 @ 2pts)

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.

30 Metacognitive Reflections (3 @ 10)

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.

10 Annotated bibliography contributions

In the first unit, you will contribute at least two carefully edited and tagged annotated bibliography entries to the website. You will upload your annotation into eLearn for marking. You will be graded on the quality and conciseness of your annotation.

10 Web exhibits and encyclopedia entries

Each group will create a web exhibit on the topic of your choice, plus each of you will create at least one encyclopedia entry for our website that includes graphics. You will upload a screenshot of your website submission into Blackboard for grading.

15 Group Encoding Project

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

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.

Course Schedule

- Th 8/31 **Classwork:**
- Introductions
 - Syllabus review
 - Discussion: Marlowe in historical contexts
- Tu 9/5 **Informal writing due:** Post a short response to the Healey and Honan readings that lets us know what you found most interesting about our boy Kit. Plus, respond to at least one of your classmates for full credit (eLearn).
Reading Due: Thomas Healey, "Marlowe's Biography"; Honan, *Marlowe: Poet & Spy*, "Introduction" [eLearn]
Classwork:
- Discuss how to upload files to the course OneDrive folder
 - Demo using Google Keep to save files you browse on the web
 - Scavenger hunt!
- Th 9/7 **Informal writing due:** Post a 1-2 paragraph summary of your most interesting scavenger hunt findings on the discussion board + respond thoughtfully to one of your classmates' posts for full credit (eLearn).
Classwork:
- Watch "[Much Ado About Something](#)," a *Frontline* episode about the Shakespeare/Marlowe controversy.
- Tu 9/12 **Informal writing due:** Post 1-2 paragraphs discussing what you found most interesting about the Marlowe/Shax controversy (eLearn).
Reading/Homework due: Finish watching "[Much Ado About Something](#)"; Read Constance Kuriyama's "Marlowe Biography: Fact, Inference, Conjecture, and Speculation"
Classwork:
- Students will discuss/debate the respective roles of fact, inference, conjecture, and speculation in biography. Students will put pressure on Kuriyama's definitions by augmenting them with in-class research and generate ideas for web exhibits.

- In-class Research Workshop using Digital Humanities Methods. The goal for today is to learn where and how to find and use digitized primary sources, as well as to use regular expressions for text mining queries.
 - o Using *Early English Books Online*
 - o [Using EEBO-TCP text mining tools](#)
 - o [Using the EEBO-TCP](#)
 - o [Using COP Web and simple language query syntax](#)

Th 9/14

Classwork

In-class Online Research Workshop

- Discuss "[Evaluating Internet Resources](#)" article
 - o Choose one of your favorite sources from the Scavenger Hunt and evaluate it per Georgetown's guidelines (See eLearn)
- Discuss how to read internet metadata
- Discuss MLA citation guidelines
 - o **Informal writing due:** Post a citation of the source you evaluated on the class discussion board
- Introduction to more watershed DH projects: [MoEML](#), [Luna](#), *EEBO*, [EMED](#), [Luminarium](#), [BPL Archive](#), [EMROC](#)

Tu 9/19

Homework: Watch *Shakespeare in Love* (Film avail. through Stonehill Library on the *Swank* database)**Informal Writing due:** Which minor character in this film gave you the most insight into Marlowe's period? Why? (eLearn).

- Discussion: What 5-6 web exhibits shall we include on our website?
 - o Students will propose exhibits, debate, and decide what will be included on our course website.
 - Do you want to organize around evaluative descriptions AND topics? Only evaluations (Facts? Inferences? Conjectures? Speculations? – Left field?)? Only topics?
 - If topics, think about:
 - Bio-placeographies (entries about Marlowe's known associates linked to relevant locations on [The Map of Early Modern London](#))
 - Works available online (See: [Luna](#), *EEBO*, [EMED](#), [Luminarium](#), [BPL Archive](#), etc.)
 - Contemporaries
 - Adaptations about Marlowe
 - Conspiracy theories

Th 9/21

Classwork

- In-class research workshop: finding sources for annotated bibliography
 - o Note: one of the challenges will be to be sure one isn't repeating their classmates' entries – we'll need to communicate clearly. To facilitate communication, we'll upload your entries into a shared word document in OneDrive – be sure to search for yours before you add it. You may need to find another!

Tu 9/26

Classwork

- What are the components of an effective annotation? If brevity is the soul of wit, how best may one be brief?
 - o Film: *Revising Prose*
- Editing Activity
 - o Students will edit Spring 2017 Rogues' bio-placeographies and annotated bibliographies for inclusion on the course website

Th 9/28

Classwork

- Students will define categories for the annotated bibliography and self-select groups (ideally) based on their interest in each category.
- Research and revision workshop

Tu 10/3

Homework Due: Bring polished versions of Spring 2017 Rogues' bio-placeographies and annotated bibliographies to class (if you haven't already finished them)

Classwork

- Introduction to the course web-shell and instruction for uploading and tagging your research
- Website building
 - o From Word Doc to Word Press: students will begin by uploading their revisions of the Spring 2017 Rogues' bio-placeographies on the website, including the creation of live links to places on the [MoEML Agas Map](#).

Th 10/5

Classwork

- Website building
 - o Students will upload annotated bibliographies on to the website
 - o Students will start planning the layout of their web exhibits

Tu 10/10

Academic Development Day – NO CLASS MEETING

Th 10/12

Assignment Due: Metacognitive reflection and summary of contributions to the group (eLearn) + Submit annotated bib contributions to website (eLearn)

Classwork:

- Students will work in groups to design their web exhibits and start uploading content

Tu 10/17

Classwork:

- Using [Hypothes.is](#) for peer editing/reviewing our website

Th 10/19

Informal writing due: In your own words, write a 1-2 paragraph "how to" guide for using one of the resources we discussed on Tuesday. You may narrow your scope by choosing to focus on one command or element.

Classwork

- Website workshop

- Tu 10/24 **Classwork**
- Website workshop
- Th 10/26 **Classwork**
- Website workshop
- Tu 10/31 **Classwork**
- Finish uploading, editing, and tagging web exhibit and encyclopedia entry content on to the website
- Th 11/2 **Assignment Due:** Metacognitive reflection essay (eLearn) + Upload encyclopedia entry/entries
Classwork:
- Assign groups selections for transcription and encoding
- [Introduction to document analysis](#) + KAB Doc Analysis form
- Begin transcribing Meres's and Davies's texts
- Tu 11/7 **Informal Writing Due:** Post a 350-500 word reflection responding to Meres's and Davies's texts. What do they tell you about Marlowe? His writing? His life and times? How does that make you feel about him?
Reading Due: Meres' and Davies' excerpts
Classwork:
- Finish and peer-review transcriptions
- Th 11/9 **Classwork:**
- Intro to XML Encoding
- Tu 11/14 **Classwork:**
- XML Encoding Workshop
- Th 11/16 **Classwork:**
- XML Encoding Workshop
- Tu 11/21 **Informal Writing 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? (eLearn)
Classwork:
XML Encoding Workshop
- Th 11/23 **THANKSGIVING**
- Tu 11/28 **Classwork:**
- XML Encoding Workshop

- Th 11/30 **Classwork:**
- XML Encoding Workshop
 - Introduction to researching “ographies” and uploading the data into shared Excel spreadsheet
- Tu 12/5 **Informal Writing 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?
- Classwork:**
- XML Encoding Workshop
 - Introduction to encoding “ographies”
- Th 12/7 **Classwork:**
- Upload encoding projects to TAPAS
 - Work on Mini-Archive page
- Tu 12/12 **Writing Due:** Final Metacognitive Essay
- Classwork:**
- Work on “ographies”
 - **GRAND FINALE!**