

**Carleton University
Winter 2022
College of the Humanities and the Department of English**

ENGL 3401 A/ DIGH 3001 A

The Book in the Digital Age

Prerequisites: third year standing or permission from the department

Instructor: Prof. Micheline White

Email: Micheline.white@carleton.ca I do not reply to email after 4:30 PM or on the weekend.

I: Course Time and Type: Monday 11:30-2:30. On-line until at least 31 January. My office hours on zoom are on Thursday, 11:30-1:00 PM. Or by appointment.

II: Course Description

This course introduces you to key concepts pertaining to the study of books in the digital age. During the term, we will pursue two major threads—the book as an ever-changing material object; and reading a book as an ever-changing human activity. First, we will consider how the material features of “books” or “texts” have changed from scrolls, to manuscripts, to printed books, to e-Books, to books using augmented reality. As we do this, we will examine the affordances and problems with producing digital versions of non-digital texts and of the possibilities inherent in the electronic book. Second, we will consider how digital technologies enable or force us to read and interpret books in new ways. We will discuss “distant reading” and corpus linguistics; E-readers; data visualization; digital literacies; and networked reading.

III: Learning Outcomes

At the end of this course, you will be able to:

- define and explain seven or eight key concepts pertaining to the book in the digital age
- describe the key changes brought about by the development of the book over time: from scrolls, to manuscript, to print, to digital texts.
- experiment with digital tools and resources and reflect on your experience
- identify, summarize, and evaluate the main thesis of a secondary source
- develop a research topic, undertake secondary research, produce an annotated bibliography of three sources, and produce one 1300 word paper.
- provide productive feedback to your peers and engage in respectful academic discussion

IV: Required Texts: All texts are available on-line or through the library. Cost = 0 \$ ☺

V: Communication. I will communicate with you during the week via the “course announcements” widget. I will also send emails. If you have any general questions about the readings, the assignments, or

the course, please post them on the “Ask Your Teaching Team” discussion forum on the BS site. Only email me directly if you have a question of a personal nature.

I will have office hours on zoom. You can schedule an appointment with me on Youcanbookme. My office hours on zoom are on Thursday, 11:30-1:00 PM. Or by appointment.

VI: Assignments and Evaluations based on learning outcomes: (still subject to minor revision depending on Covid)

1. Four small assignments: 2 x 5 points = **10 points**
2 x 10 points = **20 points**

One of the learning outcomes for this course is that you will be able to “identify, summarize, and evaluate the main thesis of a secondary source.” Almost every week you will be asked to read and think about a scholarly article. You will also be asked to experiment with digital tools and resources and to reflect on your experience. On five occasions, you will respond to a series of short questions about the content of the articles, about various websites and tools, and about your experience of using those tools.

2. Two Longer Assignments: 2 x 15 = **30 points**.

On two occasions, you will respond to a longer series of questions about the content of the articles, websites, and tools, and about your experience using those tools.

3. Research and Writing: one 1300 word paper (without footnotes, roughly 5 pages)= **25%**

One of the learning outcomes for this course is that you will “develop a research topic, undertake secondary research to locate two or three, useful sources, produce an annotated bibliography of your sources, and produce one 1300 word paper.” Part of this writing process involves participating in a peer-to-peer writing workshop.

4. Participation: **15%**

You are required to participate actively in every session. You must email me if you are going to be absent. If you attend class but do not participate, you will receive a maximum of 9/15.

VII: Course Schedule. The information in this course outline may be subject to change in response to evolving public health guidelines related to the COVID-19 pandemic.

Week 1: Jan 10: Introduction to the course. On Zoom.

Part One: The Material features of a “book”: from the scroll to the eBook

Week 2: Jan 17: The Scroll vs the Codex. On Zoom.

1. Do first: Assignment #0: "What is a book?" Not graded.
2. Watch: videos by Bryan Thompson and Anthony Grafton.
3. Read: Peter Stallybrass: "Books and Scrolls: Navigating the Bible," in Jennifer Andersen and Elizabeth M. Sauer, eds. *Books and Readers in Early Modern England: Material Studies* (Philadelphia: University of Pennsylvania Press, 2002), 42-79. You only need to read from 42-51. On-line via a library link. Chapter. 2.
4. Read: short article by Lev Grossman.
5. Do: upload Assignment #1 by 11:00 am. 5 points.

Week 3: Jan 24: What is a medieval manuscript? Digitizing medieval manuscripts.

1. Watch: videos about medieval manuscripts, digitization, IIF.
2. Read: A. Prescott and Lorna Hughes, "Why Do we Digitize?: The Case for Slow Digitization," *Archive Journal* Special Issue: Digital Mediaeval Manuscript Cultures September 2018.
3. Do: upload Assignment #2 by 11:00 am. 10 points.

Week 4: Jan 31: Return to in-person instruction? Moveable Type and the Emergence of the Printed Book

1. Watch: 20 mins. Videos on the printing press and other materials.
2. Do: Sarah Werner's workshop "Working with EEBO and ECCO." (annotated pdf on website).
3. Do: upload Assignment #3 by 11:00 am. 15 points.
4. Meet with Larry Thompson the "Master Printer" of Carleton's Book Arts Lab.

Week 5: Feb 7: Electronic Texts: Text Encoding

1. Read: Chapter 7. Julia Flanders, Syd Bauman, and Sarah Connell, "Text Encoding" in *Doing Digital Humanities: Practice, Training, Research*, edited by Constance Crompton, et al., Taylor & Francis Group, 2016, 104–122.

Week 6: Feb 14: Analyzing Digital Projects

1. Do: Experiment with Kate Brasseur's Digital Edition of the Carleton *Antiphonary*. 3 hours.
2. Do: upload assignment #4 by 11:00 am. 15 points. Post questions for Ms. Brasseur on discussion forum before zoom meeting with her.
3. In class: experiment with Hester Pulter Project; UVic Internet Shakespeare Editions website.

Feb 21. No class. Reading week

Week 7: Feb 28: Electronic Literature

1. DO: Visit one of the three volumes of the Electronic Literature Collection (website) and experiment.
2. READ: James Pope, "Where Do We Go From Here? Readers' Responses to Interactive Fiction Narrative Structures, Reading Pleasure and the Impact of Interface Design," *Convergence: The International Journal of Research into New Media Technologies* (2010): 6.1: 75–94. DOI: 10.1177/1354856509348774.
3. DO: Upload Assignment #5 by 11:00 am. 10 points.
3. Optional: Matthew G. Kirschenbaum, "Editing the interface: Textual Studies and First Generation Electronic Objects," *Text* 14 (2002): 15-51.

Week 8: March 7: Augmented Reality and Books

1. Amaranth Borsuk, "Between Page and Screen" (2012)
2. Caitlin Fisher, "Fiery Sparks of Light" (2021)
3. Markus Wust, "Augmented Reality" in *Doing Digital Humanities: Practice, Training, Research*, edited by Constance Crompton, et al., Taylor & Francis Group, 2016, 303-312.

Part II: Reading Books in a Digital World

Week 9: March 14: E-Readers, Tablets, and E-Books

1. Read: Doody, Christopher. "Trying to 'Out-Book the Book': Amazon's Marketing of the Kindle." *Papers of the Bibliographical Society of Canada* 51.1 (2013): 131-42.
2. Seth Ketron and Kelly Naletelich. "How e-Readers Have Changed Personal Connections with Books." *Qualitative Market Research* 19.4 (2016): 433-452.
3. 2019. <https://www.cnbc.com/2019/09/19/physical-books-still-outsells-e-books-and-heres-why.html>
4. Ted Striphas, "E-Books and the Digital Future," from *The Late Age of Print: Everyday Book Culture from Consumerism to Control* (Columbia UP, 2011), pp. 19-44.
5. DO: Upload Assignment #6: 5 points

Week 10: 21 March: How We Read in the Digital World

1. READ: Lisa Nakamura, "'Words with Friends': Socially Networked Reading on Goodreads" *PMLA*, January 2013, Vol. 128, No. 1 (January 2013), pp. 238-243.
2. Read: Katherine N. Hayles, "How we read: Close, Hyper, Machine." *ADE Bulletin* 150 (2010): 62-79.

Week 11: 28 March: What is Distant Reading and Corpus Linguistics?

1. Read: Franco Moretti, "Conjectures on World Literature," *New Left Review* (you don't need to read the footnotes)
2. Watch: Heather Froehlich, "Writing the Whore in Early Modern Drama" (2017; on-line) text and audio. Listen to the audio as you click through the slides.
3. In class: experiment with Voyant.

Week 12: 4 April: Research and Writing

1. Watch: video on Chicago Style
2. Do: submit paper topic and annotated bibliography of three secondary sources on BS.

Week 13: 11 April Peer-to-peer paper workshop.



University Regulations for All College of the Humanities Courses

Academic Dates and Deadlines

[This schedule](#) contains the dates prescribed by the University Senate for academic activities. Dates relating to fee payment, cancellation of course selections, late charges, and other fees or charges will be published in the [Important Dates and Deadlines section](#) of the Registration Website.

Online Learning Resources

While online courses offer flexibility and convenience, they also present unique challenges that traditional face-to-face courses do not. [On this page](#), you will find resources collected by Carleton Online to help you succeed in your online courses; Learning Strategies and Best Practices, Study Skills, Technology and Online Interaction and Engagement.

Copies of Written Work Submitted

Always retain for yourself a copy of all essays, term papers, written assignments or take-home tests submitted in your courses.

Academic Integrity Policy (updated June 2021)

Plagiarism is presenting, whether intentionally or not, the ideas, expression of ideas, or work of others as one's own.

Plagiarism includes reproducing or paraphrasing portions of someone else's published or unpublished material, regardless of the source, and presenting these as one's own without proper citation or reference to the original source. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to: books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, art works, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

- any submission prepared in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific

or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;

- using another's data or research findings without appropriate acknowledgement;
- submitting a computer program developed in whole or in part by someone else, with or without modifications, as one's own; and
- failing to acknowledge sources through the use of proper citations when using another's work and/or failing to use quotations marks.

Plagiarism is a serious offence that cannot be resolved directly by the course's instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of "F" for the course.

[Academic Integrity Policy](#)

[Academic Integrity Process](#)

Academic Accommodation Policy

Carleton University is committed to providing access to the educational experience in order to promote academic accessibility for all individuals.

Academic accommodation refers to educational practices, systems and support mechanisms designed to accommodate diversity and difference. The purpose of accommodation is to enable students to perform the essential requirements of their academic programs. At no time does academic accommodation undermine or compromise the learning objectives that are established by the academic authorities of the University.

Addressing Human Rights Concerns

The University and all members of the University community share responsibility for ensuring that the University's educational, work and living environments are free from discrimination and harassment. Should you have concerns about harassment or discrimination relating to your age, ancestry, citizenship, colour, creed (religion), disability, ethnic origin, family status, gender expression, gender identity, marital status, place of origin, race, sex (including pregnancy), or sexual orientation, please contact the [Department of Equity and Inclusive Communities](#).

Requests for Academic Accommodation

You may need special arrangements to meet your [academic obligations](#) during the term. For an accommodation request, the processes are as follows:

Religious Accommodation

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, please review the [Student Guide to Academic Accommodation](#).

Pregnancy Accommodation

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. . For more details, please review the [Student Guide to Academic Accommodation](#).

Survivors of Sexual Violence

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and where survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit the [Equity and Inclusive Communities website](#).

Accommodation for Student Activities

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, see the [Senate Policy on Accommodation for Student Activities](#).

Academic Accommodations for Students with Disabilities

If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or pmc@carleton.ca for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with your instructor as soon as possible to ensure accommodation arrangements are made. For more details, visit the [Paul Menton Centre website](#).

Grading System at Carleton University

Standing in a course is determined by the course instructor, subject to the approval of the faculty Dean. Standing in courses will be shown by alphabetical grades. The system of grades used, with corresponding grade points and the percentage conversion can be found [here](#). Grade points indicated are for courses with 1.0 credit value. Where the course credit is greater or less than one credit, the grade points are adjusted proportionately.

Course Sharing Websites and Copyright

Classroom teaching and learning activities, including lectures, discussions, presentations, etc., by both instructors and students, are copy protected and remain the intellectual property of their respective author(s). All course materials, including PowerPoint presentations, outlines, and other materials, are also protected by copyright and remain the intellectual property of their respective author(s).

Students registered in the course may take notes and make copies of course materials for their own educational use only. Students are not permitted to reproduce or distribute lecture notes and course materials publicly for commercial or non-commercial purposes without express written consent from the copyright holder(s).
[More information](#)

Student Rights and Responsibilities at Carleton

Carleton University strives to provide a safe environment conducive to personal and intellectual growth, free of injustice and characterized by understanding respect, peace, trust, and fairness.

The [Student Rights and Responsibilities Policy](#) governs the non-academic behaviour of students. Carleton University is committed to building a campus that promotes personal growth through the establishment and promotion of transparent and fair academic and non-academic responsibilities.

Deferred Term Work

In some situations, students are unable to complete term work because of illness or other circumstances beyond their control, which forces them to delay submission of the work.

1. Students who claim illness, injury or other extraordinary circumstances beyond their control as a reason for missed term work are held responsible for immediately informing the **instructor** concerned and for making alternate arrangements with the instructor and in all cases this must occur **no later than three (3) working days after the term work was due**. The alternate arrangement must be made before the last day of classes in the term as published in the academic schedule. Normally, any deferred term work will be completed by the last day of term. In all cases, formative evaluations providing feedback to the student should be replaced with formative evaluations. In the event the altered due date must extend beyond the last day of classes in the term, the instructor will assign a grade of zero for the work not submitted and submit the student's earned grade accordingly; the instructor may submit a change of grade at a later date. Term work cannot be deferred by the Registrar.
2. In cases where a student is not able to complete term work due to illness or injury for a significant period of time/or long term, the instructor and/or student may elect to consult with the Registrar's Office (undergraduate courses) or Graduate Registrar (graduate courses) to determine appropriate action.
3. If a student is concerned the instructor did not respond to the request for academic accommodation or did not provide reasonable accommodation, the student should consult with the department/school/institute chair/director. If a mutually agreeable accommodation to complete course requirements prior to the course grade submission deadline cannot be achieved, the Associate Dean will become involved. If academic accommodation is not granted, and the student receives word **after** the academic withdrawal deadline, the student may submit a petition to the Registrar's Office (undergraduate courses)/Graduate Registrar (graduate courses) for a final grade of WDN (Withdrawn) in the course(s). If academic

accommodation is not granted, and the student receives word **prior** to the academic withdrawal deadline, the student may elect to withdraw from the course(s).

4. Furthermore, if academic accommodation is granted, but the student is unable to complete the accommodation according to the terms set out by the instructor as a result of further illness, injury or extraordinary circumstances beyond their control, the student may submit a petition to the Registrar's Office (undergraduate courses)/Graduate Registrar (graduate courses). Please note, however, that the course instructor will be required to submit an earned final grade and further consideration will only be reviewed according to established precedents and deadlines. [More information of deferred Term Work](#)

Deferred Final Exams

Students who are unable to write a final examination because of a serious illness/emergency or other circumstances beyond their control may apply for accommodation. Normally, the accommodation for a missed final examination will be granting the student the opportunity to write a deferred examination. In specific cases when it is not possible to offer a deferred examination, and with the approval of the Dean, an alternate accommodation may be made.

The application for a deferral must:

1. be made in writing to the Registrar's Office **no later than three working days after the original final examination or the due date of the take-home examination;** and,
2. be fully supported by appropriate documentation and, in cases of illness, by a medical certificate dated no later than one working day after the examination, or by appropriate documents in other cases. Medical documents must specify the date of the onset of the illness, the (expected) date of recovery, and the extent to which the student was/is incapacitated during the time of the examination. The University's preferred medical form can be found at the Registrar's Office [here](#).

[More information on Final Exam Deferrals Registrar's Office "Defer an Exam" page](#)

Financial vs. Academic Withdrawal

Make sure that you are aware of the separate deadlines for Financial and Academic withdrawal!

Making registration decisions in Carleton Central involves making a financial and academic commitment for the courses you choose, regardless of attendance. If you do not attend, you must withdraw in [Carleton Central](#) within the published deadlines to

cancel your registration. A fee adjustment is dependent on registration being canceled within the published [fee deadlines](#) and dependent on your course load. A course dropped after the deadline for financial withdrawal will receive a grade of Withdrawn (WDN), which appears on your official transcript.

Even if you miss the deadline for financial withdrawal, you might decide to drop a course to avoid a failure or a poor grade showing up on your student record and bringing down your CGPA. It is your responsibility to drop the course via Carleton Central within the published [deadlines](#) (see Academic Withdrawal).

If you are considering withdrawing from a course, you may want to talk to an advisor first. Course withdrawal may affect your student status, as well as your eligibility for student funding, immigration status, residence accommodation and participation in varsity sports, etc. Additionally, remember that once you choose your courses, you must use the “Calculate amount to pay” button to determine the correct amount of fees to pay.

Carleton Central is your one-stop shop for registration activities. If you are interested in taking a course, make sure to complete your registration. Simply attending a course does not mean you are registered in it, nor is it grounds for petition or appeal.

Department Contact Information

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