

**ENG 715: Topics in Digital Studies
Spring 2020**

Roots of the Commonwealth: Caribbean Provisions from the British Empire to the 21st century

Faculty/Topic Course Description

Based in our reading of Roopika Risam's *New Digital Worlds*, this course will both examine and use concepts and practices of postcolonial digital humanities as we trace literary, culinary, agricultural, and economic paths of ground provisions with a focus on provisions such as yuca, yam and plantain in and through the Caribbean from the 15th through the 21st centuries.

While the foods that were produced by and for the colonial trade such as sugar, rum, and salt, have been well documented and studied, those foods that have sustained Caribbean people from before conquest through colonialism and the plantation economies and into the postcolonial era of independence and diaspora, have received less attention. We will consider literary, historical, and archival materials as we work to chart the ways that provisions have been planted and transplanted, prepared and consumed, imagined and depicted in relation to ideas of indigeneity, independence, and community in the Caribbean and its diaspora. Questions about the formation and transformation of Commonwealth through colonialism, decolonization, and diaspora, will run throughout our work.

Drawing course materials from the Early Caribbean Digital Archive, the Digital Library of the Caribbean, HathiTrust, the Internet Archive and other similar sources we will develop digital projects that include mapping, timelines, and curated exhibits.

Required Materials

Roopika Risam, *New Digital Worlds* (e-copy available via the library)

Open-source materials as listed in the schedule

Materials posted on Canvas as listed in the schedule

Articles from the library databases as listed in the schedule

At least one Caribbean cookbook (suggested texts are open-source, you may use another that you already own, find in a library, or purchase)

Course Schedule

Week 1-3: Indigenous Foods and Conquest

Week 1: Jan. 13 Face to Face

Readings from the digital colonial archive to be accessed during class

Columbus, <http://dloc.com/UF00026725/00001/1j>

Descriptions and Natural Histories:

Peter Martyr (15xx)

<https://babel.hathitrust.org/cgi/pt?id=uiug.30112042691755;view=1up;seq=7>

Richard Ligon (1657) <https://catalog.hathitrust.org/Record/100240226>,

Hans Sloan (1707) <https://babel.hathitrust.org/cgi/pt?id=ucm.5326679156>

In-class topics, activities, and assignments:

Introductions: Pinterest Storyboard

Overview, rights, and guidelines

<https://humtech.ucla.edu/news/a-student-collaborators-bill-of-rights/>

<http://hybridpedagogy.org/bill-rights-principles-learning-digital-age/>

group statement

Digital Archival Research Using DLOC, HathiTrust, Internet Archive, and more

Paleography tutorial <http://www.nationalarchives.gov.uk/palaeography/>

Searching for provisions in the archives activity

Reading the Colonial Archive activity and discussion (developed from

<http://www.dloc.com/AA00021230/00001>)

Reflective Writing on Resistance #1

Week 2 (Jan. 20) Online

Readings: Risam, *New Digital Worlds*, Introduction, “The Postcolonial Digital Cultural Record”

From Alfred Cosby, *The Columbian Exchange*

On-line topics, activities, and assignments:

Blog Post #1: by Jan. 19 at least one substantive entry and one question/response

Assignment 1: Metadata

Complete Using Metadata to Structure the Archives by Jan 20 (developed from <http://www.dloc.com/AA00021230/00001>)

Co-create google spreadsheet for use throughout the semester

Evaluate the categories, adding as needed (metadata) by Jan. 20

Add at least 1 entry (row) related to our current texts: by Jan. 23

Reflective Writing on Resistance #2: by Jan. 24

Week 3: Jan. 27, Face to Face

Reading: Risam, *New Digital Worlds*, Chapter 1 “The Stakes of Postcolonial Digital Humanities”

Blog Post #2: by Jan. 26 at least one substantive entry and one question/response

In-class Activities and Assignments

Mapping and Meaning: draw, compare, interpret

Mapping with Google Maps: review, tutorial, practice

Reflective Writing on Resistance #3

Week 4-6: Colonialism, Slavery, and Provision Grounds

Week 4 (Feb. 3) Online

Read: Risam, *New Digital Worlds*, Chapter 2, “Colonial Violence and the Postcolonial Digital Archive”

Blog Post #3: by Feb. 2 at least one substantive post and one question/response

Read:

Nugent, *Lady Nugent’s Journal*, entries that mention provisions,

[https://babel.hathitrust.org/cgi/pt?id=uc1.\\$b270332;view=1up;seq=9](https://babel.hathitrust.org/cgi/pt?id=uc1.$b270332;view=1up;seq=9)

Carmichael, *Domestic Manners and Social Conditions of the Coloured, and Negro Population of the West Indies*, ch. 1-6 as assigned

<https://archive.org/details/domesticmanners00cgoog/page/n7>

Add to google spreadsheet

Assignment 2: How are West Indians Represented (revised from <http://www.dloc.com/AA00021230/00001>)

Week 5: Feb. 10, Face-to-Face

Read Slave Narrative, Mary Prince, *The History of Mary Prince*, <https://docsouth.unc.edu/neh/prince/prince.html>

Blog Post #4: by Feb. 9 at least one substantive post and one question/response

Add to spreadsheet

In-class Topics, Activities and Assignments

Copyright, Attribution, Citation reading/tutorial discussion

TimelineJS: review, tutorial, practice with information from our shared spreadsheet plus images that you can fairly use from the internet and a beginning of analysis

Reflective Writing on Resistance #4

Week 6 (Feb. 17) Online

Read Free Creole Autobiography: Mary Seacole, *Mary Seacole's Adventures*, <http://digital.library.upenn.edu/women/seacole/adventures/adventures.html>

Blog Post #5: by Feb. 16 at least one substantive post and one question/response

Online Activities and Assignments:

Assignment # 3: Analysis of Caribbean projects (revised from http://dh101.humanities.ucla.edu/?page_id=15) : What data are they working with? what questions are they answering? What tools are they using to answer the questions?

Week 7: Feb. 24, Face-to-face

Read Risam, *New Digital Worlds*, Chapter 3, "Rethinking the Global Worlds of Digital Humanities"

Blog Post #6: by Feb. 23 at least one substantive post and one question/response

Look through Caroline Sullivan's 1853 *The Jamaica Cookery Book* (ignoring the x'd out pages at the beginning- full scan to be added next week) to consider as a document in and through which we can focus our work.

In-Class Activities and Assignments:

Overview and Planning Discussion: What have we been looking at? How do we see the material that we've looked together so far fitting together? What do we see about the colonial Caribbean, the colonial archive, ground provisions, by looking at your original text, Lady Nugent's Diary, Mary Prince's story, Mary Seacole's story, and Caroline Sullivan's *The Jamaica Cookery Book* together? What have we learned about provisions in the digital colonial archive? How has looking at/for provisions in our texts shown us things/brought out things that might help to decolonize the colonial archive? What additional information do we need in order to understand what we have read?

What kinds of exhibits would/could/should we build in order to intervene in postcolonial digital studies?

Week 8 (March 2) Online

Read: One article as assigned

Blog Post #7: In a blog post, 1) write up a brief (1-2 paragraph) summary of your assigned article and 2) address the following questions: What do you find most important/compelling about the analysis? How does it help you to think about our project(s)? How might a digital exhibit offer a parallel, complement, or link to this work?

Week 9: March 9, Face to face

Read: Sullivan, *The Jamaica Cookery Book* (pdf on Canvas)

Assignment # 4 Proposal Preparation: Preview and pre-planning.

1. Make an initial selection of an exhibit you would like to contribute to our final project and write a title and 2-sentence description of it to bring to class. Your exhibit selection should relate to one specific section or recipe or entry in *The Jamaica Cookery Book* and should give an initial idea of the kind of exhibit you'd like to create. For example, you could choose the section on Plantains and you could choose an exhibit on Plantains in Jamaica from the 17th to the 21st century for middle schoolers. Or, you could choose the section on Sweet Potatoes and you could choose an exhibit on the botanical history of the sweet potato from the 16th to the 19th century aimed at upper division college students and academic researchers. Or, you could choose one particular ground provision recipe and you could choose an exhibit for home cooks (or professional chefs) on that recipe and its variations and the implications of those variations from the late 19th century to the present.
2. Make an initial list of three items that you might like to include in your exhibit. The initial list can be general descriptions of items (ie "a contemporary recipe for yam pie"; "a sketch or drawing of cassava from the 17th c."; "a map of Jamaica from around 1893"; "an image of Caroline Sullivan"). Items can be written, visual, audio, or audio-visual. A whole book can be a single item but you'll just show an image of the title. A whole map or a whole page of a book or a drawing or a photograph or a blog or a single post on a blog can be an item. You can select as items things that we have already looked at together or you can look for new things. An item is not a Timeline or a GoogleMap that you create.
3. Read <https://medium.com/@journojoshua/thinking-about-google-search-as-a-colonial-tool-a6bfed053810>
4. Complete google searches for each of your items that you do not already have a copy of from our work together. If your list of three are all items that you already have because we have already looked at them together, search for at least one additional item.
5. **Blog Post #8:** Write on your search in relation to "about google search as a colonial tool"
6. Create a second draft list of three items that you might like to include in your exhibit. Bring that list along with electronic copies or links to the items to class.

In-Class:

Share exhibit ideas; consider alignments for cohesion.

Omeka: tutorial, practice entering items, practice starting an exhibit

Reflective Writing on Resistance #5

SPRING BREAK

Week 10 (March 23): online

Assignment #5: Proposal Drafts: post and review
Enter at least 5 related items in Omeka

Week 11: March 30, online, zoom, and shared googledoc writing (synchronous, 4:30-6pm)

Read Risam, *New Digital Worlds*, chapter 4, “Postcolonial Digital Pedagogy”

Blog Post # 9 by April 5: at least one substantive post and one question/response

Assignment #6: Start a GoogleMap, StoryMapJS, or TimelineJS to embed in your exhibit, review work of 2 peers

Zoom Session (60 min)

Shared Google Doc writing (20 min)

Reflective Writing on Resistance #6

Week 12: (April 6) online

Read: Risam, *New Digital Worlds*, Conclusion, “A Call to Action”

Blog Post #10 due

Assignment #7: Use one of the new Omeka Plugins, review work of 2 peers

Week 13: April 13, online and zoom (2 hour zoom session: 4:30-6:30)

Assignment #8: Final project detailed outlines due; workshop prep

Zoom Workshopping: Each person’s detailed outline is workshopped for 10 min

Week 14: April 20, online

Assignment #9: Completion Plan due

Assignment #10: Draft + edit of your part of the framing material due

Week 15: April 27, online and zoom (full zoom session: 4:30-6:50)

Full draft of exhibit due

Zoom draft showcase review (each person has 12 min to present their exhibit and take questions)

Week 16: May 4, online and optional zoom (approx. 4:30-5:30)

Final Projects Due

Optional final reflective discussion

Grading:

Face-to-Face and zoom Attendance and Participation (8 total): 50 points total (6.25 points each)

Blog Posts (10 total): 250 points total (25 points each)

Assignments (10 total): 250 points total (25 points each)

Reflective Writing on Resistance (6 total): 150 points total (25 points each)

Final Project: 300 points

Tools (well selected, correctly and effectively used)

Research (depth and breadth)

Analysis (depth and relevance)

Presentation (selection of materials, flow)

Reflection/meta-analysis (depth and relevance)

Professionalism (proofing, documentation, acknowledgments)