ENGL 393/AFST 393: Africana Literature and Culture: Digital Diaspora
Spring 2011
MWF 12:40-1:30, ZACH 105C
F 12:40-1:30, Alternative Location

Instructor Information:
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Office Hours: TR 8:30-9:30

Additional Course Information and Powerpoint slides for each class found on our Moodle class site: http://engl-courses.tamu.edu

To join Moodle:
1. Moodle is located at: http://engl-courses.tamu.edu/
2. Click on Moodle Courses-Spring 2010
3. Click on the Login button located at the top right hand side of the page.
4. On the new page (titled Returning to this web site), select the Login button on the left.
5. You will be redirected to the NetID login screen, Enter your NetID and password.
6. Upon successful login, a new user account will be automatically added and you will be returned to this system.
7. Now, select the course Earhart ENGL 393.
8. If you are prompted for an "enrollment key" – enter digital. This will "enroll" you in the course.
9. You can now access the full course. From now on you will only need to enter your NetID and password to log in and access any course you have enrolled in

Course Description:
This course examines literary movements, genres, groups of authors, topics or issues in the literature and culture of people of African descent.

Detailed Course Description:

In the 1990s we heard much of the democratization of knowledge emerging from the developing technological infrastructure, particularly the emerging internet. There was great hope that the free access materials on the web would allow those previously cut off from intellectual capitol to gain materials and knowledge that might be leveraged to change social position. As we move into web 2.0, however, it is increasingly clear that the digital divide apparent in technology clearly replicates the divisions existing in society. Projects as diverse as openJournals and the One Laptop per Child seek to address the disparities, but it is clear that many of the same challenge are alive and well in the digital age. In addition, the academic and museum communities' decisions about what is digitized and how it is digitized continue to enforce such disparities. This is particularly apparent when we examine the way in which representative literature of the African Diaspora is digitized.

This course will look at the previously mentioned issues within the context of the African Diaspora. The course will explore the digital divide within the diasporic community, looking at the way in which infrastructure issues, such as wireless and laptop accessibility, impact access to information. We will then examine the way in which cultural artifacts are digitized, paying particular attention to a diverse group of objects that represent the cultural heritage of the African Diaspora, from Literary Renaissance, to the Slave Trade, to Resistance movements. In addition to these explorations, we will consider the way in which community is both challenged and expanded with such developments.

Learning Objectives:
Students should be able to:
- o Demonstrate an integrated, interdisciplinary understanding of the major issues in digital literary studies and the Africana diaspora,
- o Demonstrate the ability to read critically,
- o Demonstrate the ability to analyze and interpret literary texts and digital materials,
- o Demonstrate the ability to communicate critical ideas in formal and informal writing, and
- o Demonstrate an understanding of the history and cultural mileux in which texts are produced.

Prerequisite:
You must have 3 credits of literature at 200-level or above; junior or senior classification or approval of instructor.

Attendance Policy:
You are expected to attend every class meeting. This means that you must show up before class, not after it has started. If you are absent, you are responsible for any work you miss. Only University approved excuses that are documented and specify the specific date in question will allow you to make up a test or to turn a blog assignment in late without penalty. This must be turned in within 2 days of your return to the university. All assignments must be completed within 30 calendar days of the last date of the absence. For information on excused absences see TAMU http://student-rules.tamu.edu/rule7.htm.

Late Assignments:
I will accept late assignments, but one letter grade will be docked for each calendar day it is late (this includes weekends). You will not be allowed to make up an exam without a university approved, verified excuse.

Academic Misconduct:
The easiest policy on this is not to do it. Of course, Ags don't lie, cheat, or steal, so I'm sure there won't be a problem with plagiarism or cheating.

Scholastic Dishonesty and Plagiarism:
Academic Integrity: "An Aggie does not lie, cheat, or steal, or tolerate those who do."

Information about the Honor Council Rules and Procedures is available online at
http://www.tamu.edu/aggiehonor

Scholastic Dishonesty: It is your responsibility to know the Aggie Honor Code and to understand what constitutes scholastic dishonesty and to avoid it all costs. Anything (homework, quizzes, daily work, papers, and exams) that appears to be a violation of the Aggie Honor Code will be reported to the Aggie Honor System Office.

I will file all Honor code violations with the Honor Council.

Americans with Disabilities Act (ADA) Policy Statement:
The following ADA Policy Statement (part of the Policy on Individual Disabling Conditions) was submitted to the University Curriculum Committee by the Department of Student Life. The policy statement was forwarded to the Faculty Senate for information.

The Americans with Disabilities Act (ADA) is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities in Room B118 of Cain Hall or call 845-1637.

Assignments:
- Course Project (60%, see pieces described below)
- 2 Exams (20% each. 40% total)

Course Project:
A portion of the class will be designed as a workshop that will put the theoretical ideas into action. Our course project will include the three parts described below.

Digitization project:
You will be working with and analyzing issues involved with numerous digital projects during the semester. In order to fully understand the issues of such project, you will each participate in the start to finish production of a digital literary text. Students will each be responsible for the digitization of select sections of the materials. Lab time will be devoted to the production of the materials.

Informal Team Journal:
Each team will keep a team journal, summarizing the decision making process and relating their project plan to the theoretical questions raised in class. In addition, the team will chronicle obstacles encountered during the project.   This will be completed through a group wiki in moodle. Each student will be assigned an individual grade for the journal.

Research Paper:
Each team member will complete a research paper that draws upon traditional academic research and the practical experience gained in the service project.

- Digital project (60% of project)
- Journal (10% of project)
- Research Paper (20% of project)

Exams:

You will be required to take a mid term and final exam. Both will be cumulative to the date that they are given. The exam format will be a combination of short answer and essay.

Grading Scales:

A = 90-100
B = 80-89
C = 70-79
D = 60-69
F = <60

Required Texts:

Course materials located on Moodle.

Cooper, Helene. *The House at Sugar Beach*. New York: Simon & Schuster 2008.

Locke, Alain. *Survey Graphic, Harlem, Mecca of the New Negro*.   New York: Black Classic Press, 1980.

Malcom X. *The Autobiography of Malcolm X*. New York: Ballantine, 1985.

Course materials found on moodle

Online materials: For each of the online resources you should spend a bit of time looking

through the site. Then, read or watch the particular section of the resource assigned.

Wednesday, January 19	Course Introduction; Moodle Introduction
Friday, January 21	What is the diaspora? On Moodle: • Skinner • Harris General view:

	• Museum of the African Diaspora: http://www.moadsf.org/

Monday,
January 24
	What is the diaspora?
	On Moodle:
	   • Gomez
	   • Patterson
	Watch and read:
	   • Slave Narratives from the African Diaspora at
	      http://www.moadsf.org/salon/index.html

	What is the diaspora?
	   • Palmer
	   • Photographs from the African Diaspora at
	      http://www.moadsf.org/salon/index.html

Friday, **January 28**	Computer lab. Introduction to Groups and Journal Assignment Usability and Content: • Alkalmat, Abdul ed. *eBlack Studies*. http://www.eblackstudies.org/

Monday,
January 31
	Issues in digitalization
	Phones and access
	   • read on phone your assignment on your phone
	      http://www.chron.com/disp/story.mpl/ap/nation/7372852.html
	
	Wireless in emerging nations
	   • One laptop/One child
	   • Gebremichael

Wednesday,
February 2
	Issues in digitalization
	Introduce digitization project
	   • OpenJournals http://www.doaj.org/
	   • Public Knowledge Project: http://pkp.sfu.ca/
	   • Internet Archive http://www.archive.org/

Friday,	Cushing Library

February 4	• Introduction to Archives • Guest Speaker: Rebecca Hankins
Monday, February 7	Issues in digitalization • Future of Scholarly Publishing (http://www.mla.org/pdf/schlrlypblshng.pdf) • Project Tango: http://uvatango.wordpress.com/2010/08/28/introducing-project-tango-2/ • The African Presence in the Americas: http://www2.si.umich.edu//chico/Schomburg/index.html
Wednesday, February 9	Discussion of course project and archival work Issues in digitalization • Everett, Digital Diasporas • Juneteenth: http://www.juneteenth.com/
Friday, February 11	Learning about Archives: Cushing Library
Monday, February 14	Issues in digitalization • Charles Chesnutt Archive: http://www.chesnuttarchive.org/
Wednesday, February 16	Issues in digitalization • Copyright—Case Study
Friday, February 18	Work in the Archive: Cushing Library
Monday, February 21	• Archer 84-104 • Slave Trade: http://www.slavevoyages.org/tast/index.faces • Abolition of the Slave Trade: http://abolition.nypl.org/home/
Wednesday, February 23	Slave Trade • African Online Library: http://afripod.aodl.org/

	• Clotel Digital edition, Rotunda
Friday, February 25	Work in the Archive: Cushing Library
Monday, February 28	Slave Trade • Clotel Digital edition, Rotunda
Wednesday, March 2	Slave Trade • Clotel Digital edition, Rotunda
Friday, March 4	Video: Wonders of the World (Gates, The Slave Kingdoms)
Monday, March 7	Literary Renaissance • Locke, Alain. Survey Graphic, Harlem, Mecca of the New Negro. • Sugar Hill: http://www.nytimes.com/interactive/2010/01/22/nyregion/sugarhill.html?th&emc=th
Wednesday, March 9	Literary Renaissance • Locke, Alain. Survey Graphic, Harlem, Mecca of the New Negro. • Harlem: http://exhibitions.nypl.org/harlem/
Friday, March 11	Test 1
March 14-18	SPRING BREAK
Monday, March 21	Literary Renaissance • Locke, Alain. Survey Graphic, Harlem, Mecca of the New Negro. • Carter, Bryan. *Virtual Harlem in Second Life*
Wednesday, March 23	Literary Renaissance Virtual Harlem in Cave
Friday, March 25	Computer lab
Monday, March 28	Resistance • Malcolm X • Malcolm X, A Search for Truth:

	http://legacy.www.nypl.org/research/sc/malcolmx/ • Banks 47-67 (Banks, Adam. *Race, Rhetoric, and Technology: Searching for Higher Ground*)
Wednesday, March 30	Resistance • Malcolm X • Digital Innovation in South Africa: http://www.disa.ukzn.ac.za/ • Ulwazi: http://www.ulwazi.org/
Friday, April 1	Computer lab
Monday, April 4	Resistance • Malcolm X • Civil Rights Digital Library: http://crdl.usg.edu/
Wednesday, April 6	Resistance • Nieves, Angel David. *Soweto '76*": http://soweto76archive.org/ • Timbuktu Project: http://www.hastac.org/blogs/cathy-davidson/digital-humanities-timbuktu-project
Friday, April 8	Computer lab
Monday, April 11	Resistance • The first half of Martin Delaney, Blake: http://utc.iath.virginia.edu/africam/blakehp.html • African activist: http://africanactivist.msu.edu/
Wednesday, April 13	African migration/immigration: • African Map: http://africamap.harvard.edu/ • The first half of Martin Delaney, Blake: http://utc.iath.virginia.edu/africam/blakehp.html
Friday, April 15	Computer lab
Monday, April 18	African migration/immigration: • Cooper, Helene. *The House at Sugar Beach*

	• Liberia: http://memory.loc.gov/ammem/gmdhtml/libhtml/liberia.html
Wednesday, April 20	African migration/immigration: • Cooper, Helene. *The House at Sugar Beach*. • Ghana: http://hitchcock.itc.virginia.edu/CapeCoastArchive/
Friday, April 22	Reading Day—No Class
Monday, April 25	African migration/immigration: • Cooper, Helene. *The House at Sugar Beach*. • Colonization: http://www.loc.gov/exhibits/african/afam002.html • Banks 131-146
Wednesday, April 27	Guest speaker Ernest Cole • http://www.youtube.com/watch?v=w_qLpE_05VI
Friday, April 29	Computer lab
Monday, May 2	What is next? What are best practices? Culture and ownership • Give me What is Mine: http://aachronym.blogspot.com/2010/12/give-me-what-is-mine-apologies-burning.html • Returning a tabot. Okite, Odhiambo. Christianity Today v. 46 no. 5 (April 22 2002) p. 22 2002
Tuesday, May 3	Redefined day—students attend Friday class. Review Course Project Due
Final Exam	**See TAMU Final Exam Schedule** **Test 2**