**Fall 2017**

**Instructor: Dr. Amy Tigner**

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**Faculty Profile:** [**https://mentis.uta.edu/explore/profile/amy-tigner**](https://mentis.uta.edu/explore/profile/amy-tigner)  
**Office Hours: T/Th 10-10:50 am, Thursday 1-2 p.m, and by appointment**

**Section Information: English 4399-002**

**Time and Place of Class Meetings: T/Th 11-11:50 Carlisle 212**

**Early Modern Women’s Manuscripts and the Archives**

In this course, we will be reading early modern women’s manuscripts to consider the cultural and political nodal points of gendered writing in a highly patriarchal society. Most women’s writing courses have been primarily concerned with tradition literature: poetry, non-fiction prose, plays, and novels written by women who have formed the canon in this period, as established by feminist scholars in the 1980s and 90s. Instead we will be exploring other kinds of writing, particularly commonplace books, diaries and receipt books (what the early moderns called cook books), in manuscript form to investigate a larger sense of literacy, writing and the concerns of women in this period. Students will learn paleography, that is they will learn to read both secretary and italic hands of the 16th and 17th century and the rudiments of xml coding so they will have the skill sets to work in the digital archive. This class will also be focused on experimental hands-on learning, as we will reconstruct various techniques of making and writing in manuscripts and cooking recipes from the receipt books. This class will participate in two related digital humanities projects: Early Modern Recipes Online Collective (EMROC) run by a group of international scholars interested in recipes and with Early Modern Manuscripts Online (EMMO) which is the project of the Folger Shakespeare Library in Washington DC. Students will participate in the annual Transcribathon sponsored by EMROC and EMMO. Along with studying the field, students will be transcribing and coding the manuscripts to create accessible databases.

**Course Schedule**

This syllabus is subject to change by the discretion of the instructor.

|  |  |  |  |
| --- | --- | --- | --- |
| Date | Reading Assignment and theme | Activity | Work Due |
| 8/24 | Introduction to the class: Commonplace Books, Diaries, and Receipt Books  Introduction to paleography | Begin Cambridge Handwriting  Site |  |
| 8/29 | Looking at *Miscellany of Lady Anne Southwel*l, Folger V.b.198, Luna  *Read Medieval to Early Modern Manuscripts: Some Ink and Pigment Recipes* |  | Handwriting assignment |
| 8/31 | **Women in the Archives**  Read:  (Annotate only article by Laroche)  Laroche “Early Modern Women and the Archives”  Smith, Lisa “Bespelled in the Archive.” <http://theappendix.net/issues/2013/4/bespelled-in-the-archives>  <http://irongallink.org/igi_indexd7ce.htm> |  | Assignments from  Cambridge handwriting site  Annotated Bibliographies |
| 9/5 | **Ink Making**  Read:  1.Wolfe “Woman’s handwriting”  2. Smyth, Adam “Commonplace Book Culture: A List of Sixteen Traits” | Making quills and ink  Alphabet assignment /Commonplace  Italics and Secretary. | Assignments from  Cambridge handwriting site  Annotated Bibliographies |
| 9/7 | **Commonplace Books**  Primary: Folger V.b.198 Miscellany of Lady Anne Southwell  Burke, Medium and Meaning in the Manuscripts of Anne, Lady Southwell |  | Assignments from  Cambridge handwriting site  Annotated Bibliographies |
| 9/12 | **Commonplace Books**  Primary: Folger V.b.198 Miscellany of Lady Anne Southwell  Secondary:  2. Millman and Wright. “Anne Southwell’s poetry.” In Early Modern Women’s Manuscript Poetry” 57-76 | Transcriptions | **Alphabet** assignment due  Annotated Bibliographies  Cambridge handwriting assignment |
| 9/14 | **Commonplace books**  Primary: Folger V.b.198 Miscellany of Lady Anne Southwell  Secondary:  Burke, Materiality and Form in the Seventeenth-Century Miscellanies of Anne Southwell, Elizabeth Hastings, and Jane Truesdale | Transcriptions | Transcription  Annotated Bibliographies |
| 9/19 | **Commonplace books**  Primary: Folger V.b.198 Miscellany of Lady Anne Southwell  **Secondary:**   1. Longfellow, “Lady Anne Southwell’s Indictment of Adam |  | **Assignments** Transcription  **Discussion** presentation  Annotated Bibliographies |
| 9/21 | **Diaries**  Primary: Lady Margaret Hoby, *The*  *Diary of the Lady Margaret Hoby* |  |  |
| 9/26 | **Diaries**  Primary: Lady Margaret Hoby, *The*  *Diary of the Lady Margaret Hoby*  Secondary   1. Bassnett “Prayerful Dining: The Diary of Margaret Hoby” 103-138 |  | Assignments from Cambridge Handwriting site  **Discussion** presentation  Annotated Bibliographies |
| 9/28 | **Diaries**  Primary: Lady Margaret Hoby, *The*  *Diary of the Lady Margaret Hoby*  Secondary  Robertson, Travis. "Religious Self-Fashioning as a Motive in Early Modern Diary Keeping: The Evidence of Lady Margaret Hoby's Diary 1599-1603." *Comitatus: A Journal of Medieval and Renaissance Studies*, vol. 41, 2010, 207-226 |  |  |
| 10/3 | **Diaries**  Read Primary: The Memoir of Ann Lady Fanshawe  Secondary   1. Findley and Hoby, “Seventeenth Century Women's Autobiography” |  | Transcription Assignments  **Discussion** presentation  Annotated Bibliographies |
| 10/5 | **Diaries**  Read Primary: The Memoir of Ann Lady   1. Bassnet “All the ceremony and civilitye”…” |  |  |
| 10/10 | **Receipt Books: Genre and Recipe Culture**  Read Primary: Fanshawe Receipt book, p  Secondary  1. Tompkins “Consider the Recipe”  2. Goldstein “ How to eat a book: Ann Fanshawe and manuscript recipe culture”  Begin working with Dromio and transcriptions for EMROC |  | Transcription Assignments  **Discussion** presentation  Annotated Bibliographies |
| 10/12 | **Receipt Books: Genre and Recipe Culture**  Read Primary: Fanshawe Receipt book, p  Secondary  Herbert “Cooperative Labor: Making Alliances through Women’s Recipes and Domestic Production” |  |  |
| 10/17 | **Receipt Books: Food**  **Primary: Fanshawe Receipt Book, p.**  **Secondary:**  Thirsk, “Food in Shakespeare’s England”  Dromio and transcription  Receipt books: Fanshawe |  | Transcription Assignments  **Discussion** presentation  Annotated Bibliographies |
| 10/19 | **Receipt Books: Food**  **Primary: Fanshawe Receipt Book, p.**  **Secondary:**  Brian Cowan “New Worlds, New Tastes” in *Food the History of Taste* |  |  |
| 10/24 | **Receipt Books: Medicine**  Read Primary: Fanshawe Receipt book, p.  Secondary:  1.Nunn, On Vegetating Virgins: Greensickness and the Plant Realm in Early Modern Literature”  Dromio and transcription | Abstract Workshop | Transcription Assignments  **Discussion** presentation  Annotated Bibliographies |
| 10/26 | **Receipt Books: Medicine**  Read Primary: Fanshawe Receipt book, p.  Secondary:  Leong “Making Medicines” |  |  |
| 10/31 | **Receipt Books: Medicine**  Fanshawe Receipt Book, p.  Secondary:  Archer “Women and Chymistry”  Dromio and transcription |  | Transcription Assignments  Annotated Bibliographies |
| 11/2 | Receipt Books: **Objects and Uses**  1. Leong “Looking at Paper and Recipes” <http://recipes.hypotheses.org/8304>  2. Leong “Papering the Household”  <https://recipes.hypotheses.org/7567>  (You need only annotate this article below)  3. Dugan “Oiled in Ambergris, Gloves, and London’s Luxury Markets” in *The Ephemeral History of Perfume,* 126-53. |  |  |
| 11/7 | No class: Online Transcribathon this week |  | Abstract Due |
| 11/9 | No class: Online Transcribathon this week |  |  |
| 11/14 | **Receipt Books: Doing things with recipes**  1. Munroe and Laroche “Of Mouseholes and Housefires” |  | Annotated Bibliographies  Transcription Assignments |
| 11/16 | **Receipt Books: Doing things with recipes**  (You do not have to annotate this article)  2. Gray “Chocolata” |  | 5 page draft of final paper due via Blackboard |
| 11/21 | Writing Workshop |  |  |
| 11/23 | Thanksgiving Holiday—No class |  |  |
| 11/28 | Conference Presentation of final paper |  |  |
| 11/30 | Conference Presentation of final paper |  |  |
| 12/5 | Cooking from the Archives |  | Final paper due at 10 a.m. via Blackboard |

**Student Learning Outcomes**:

To become: Better Critical readers, writers and thinkers

Archival researchers

Participants in two international Digital Humanities Projects

Knowledgeable about the early modern period

Knowledgeable about women’s writing in the early modern period

**Major assignments and grading**

**Annotated Bibliographies/Critical Responses** of all secondary material, due in class as hard copy (2 pages). Please use the template provided at the end of the syllabus: 30%

**Individual and Group Transcriptions**: 25%

**Quizzes, Small Assignments**: 5%

**Final presentation**: 5%

**Analytical Academic Paper**, including 200-word **abstract**: 40%

**Attendance: I will be taking attendance. Each day you will need to sign the attendance sheet, which I will pass around 5 minutes after class begins. You can miss 2 classes without penalty, but you should save these days for when you are sick. If you miss more than 2 classes, your final grade will be docked a half grade for each absence (an A becomes an A-, and so on). If you are seriously ill or have a legitimate problem, please contact me by email or in person and we can work something out.**

**Drop Policy:** Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. Last day to drop is the census date, Sept. 11. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance**. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://wweb.uta.edu/aao/fao/>).

**Disability Accommodations:** UTArlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including *The Americans with Disabilities Act (ADA), The Americans with Disabilities Amendments Act (ADAAA),* and *Section 504 of the Rehabilitation Act.* All instructors at UT Arlington are required by law to provide “reasonable accommodations” to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of **a letter certified** by the Office for Students with Disabilities (OSD).Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting: **The Office for Students with Disabilities, (OSD)** [www.uta.edu/disability](http://www.uta.edu/disability) or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability).

Counseling and Psychological Services (CAPS) [www.uta.edu/caps/](http://www.uta.edu/caps/) or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

**Non-Discrimination Policy:** *The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit*[*uta.edu/eos*](http://www.uta.edu/hr/eos/index.php)*.*

**Title IX Policy:** The University of Texas at Arlington (“University”) is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated.*For information regarding Title IX, visit* [www.uta.edu/titleIX](http://www.uta.edu/titleIX) or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or [jmhood@uta.edu](file:///C:\Users\hannabas\AppData\Local\Microsoft\Windows\Temporary%20Internet%20Files\Content.Outlook\697W32M3\jmhood@uta.edu).

**Academic Integrity:** Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

*I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.*

*I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

UT Arlington faculty members may employ the Honor Code in their courses by having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents’ Rule* 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University. Additional information is available at <https://www.uta.edu/conduct/>.

**Electronic Communication:** UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

**Campus Carry:** Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit <http://www.uta.edu/news/info/campus-carry/>

**Student Feedback Survey:** At the end of each term, students enrolled in face-to-face and online classes categorized as “lecture,” “seminar,” or “laboratory” are directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback via the SFS database is aggregated with that of other students enrolled in the course. Students’ anonymity will be protected to the extent that the law allows. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit <http://www.uta.edu/sfs>.

**Final Review Week:** for semester-long courses**,** a period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

**Emergency Exit Procedures:** Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest stairway exit. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

**Student Support Services**:UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include [tutoring](http://www.uta.edu/universitycollege/current/academic-support/learning-center/tutoring/index.php), [major-based learning centers](http://www.uta.edu/universitycollege/resources/college-based-clinics-labs.php), developmental education, [advising and mentoring](http://www.uta.edu/universitycollege/resources/advising.php), personal counseling, and [federally funded programs](http://www.uta.edu/universitycollege/current/academic-support/mcnair/index.php). For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to [resources@uta.edu](mailto:resources@uta.edu), or view the information at <http://www.uta.edu/universitycollege/resources/index.php>.

**The English Writing Center (411LIBR)**: [Optional.] The Writing Center offers **FREE** tutoring in 15-, 30-, 45-, and 60-minute face-to-face and online sessions to all UTA students on any phase of their UTA coursework. Register and make appointments online at https://uta.mywconline.com. Classroom visits, workshops, and specialized services for graduate students and faculty are also available. Please see [www.uta.edu/owl](http://www.uta.edu/owl) for detailed information on all our programs and services.

The Library’s 2nd floor Academic Plaza offers students a central hub of support services, including IDEAS Center, University Advising Services, Transfer UTA and various college/school advising hours. Services are available during the library’s hours of operation. <http://library.uta.edu/academic-plaza>

**Emergency Phone Numbers**: [Optional but strongly recommended] In case of an on-campus emergency, call the UT Arlington Police Department at **817-272-3003** (non-campus phone), **2-3003** (campus phone). You may also dial 911. Non-emergency number 817-272-3381

**LIBRARY** [**library.uta.edu**](http://library.uta.edu/)

**RESOURCES FOR STUDENTS**

**Research or General Library Help**

Academic Plaza Consultation Services [library.uta.edu/academic-plaza](http://library.uta.edu/academic-plaza)

Ask Us [ask.uta.edu/](http://ask.uta.edu/)

Library Tutorials [library.uta.edu/how-to](http://library.uta.edu/how-to)

Subject and Course Research Guides [libguides.uta.edu](http://libguides.uta.edu/)

Librarians by Subject [library.uta.edu/subject-librarians](http://library.uta.edu/subject-librarians)

Research Coaches <http://libguides.uta.edu/researchcoach>

**Resources**

A to Z List of Library Databases [libguides.uta.edu/az.php](http://libguides.uta.edu/az.php)

Course Reserves [pulse.uta.edu/vwebv/enterCourseReserve.do](http://pulse.uta.edu/vwebv/enterCourseReserve.do)

FabLab [fablab.uta.edu/](http://fablab.uta.edu/)

Scholarly Communications (info about digital humanities, data management, data visualization, copyright, open educational resources, open access publishing, and more) <http://library.uta.edu/scholcomm>

Special Collections [library.uta.edu/special-collections](http://library.uta.edu/special-collections)

Study Room Reservations [openroom.uta.edu/](http://openroom.uta.edu/)

**Teaching & Learning Services for Faculty**

Copyright Consultation [library-sc@listserv.uta.edu](http://library-sc@listserv.uta.edu)

Course Research Guide Development, Andy Herzog [amherzog@uta.edu](http://amherzog@uta.edu) or your subject librarian

Data Visualization Instruction, Peace Ossom-Williamson [peace@uta.edu](http://peace@uta.edu)

Digital Humanities Instruction, Rafia Mirza [rafia@uta.edu](http://rafia@uta.edu)

Graduate Student Research Skills Instruction, Andy Herzog [amherzog@uta.edu](http://amherzog@uta.edu) or your subject librarian

Project or Problem-Based Instruction, Gretchen Trkay [gtrkay@uta.edu](http://gtrkay@uta.edu)

Undergraduate Research Skills Instruction, Gretchen Trkay [gtrkay@uta.edu](http://gtrkay@uta.edu) or your subject librarian.

**OTHER RESOURCES**

Environmental Health & Safety ([http://www.uta.edu/ehsafety](http://www.uta.edu/ehsafety" \t "_blank))

Your name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Bibliographical information (use MLA Style):

1-sentence summary: *This reading is about:*

1-paragraph abstract: *Context, purpose, key findings, conclusions.*

Unique contributions to its field (*ways it contradicts received wisdom or previous theories; brilliant new insights or arguments: what it shows us, helps us understand, makes clear, elucidates, discovers, reformulates, confirms, rejects, puts in perspective, etc.)*

How ***I*** can best ***use*** this article (*to make a case, to build or support an argument, to contradict another argument, to prove/disprove, to show, to support, to link, to contradict, to illustrate . . .* )

My major critique of the article:

Best quote:

Miscellaneous notes: