

NEWBERRY SEMINAR: RESEARCH IN THE HUMANITIES

Fall 2015



**Knowing your Place: Human and Social
Geography**

ACM/Newberry Library Seminar Syllabus for fall 2015
Drs. Marcy Sacks & Ian MacInnes (Albion College)

COURSE DESCRIPTION:

The information age has increasingly privileged the virtual over the real, from social media to digital archives. Historically, however, humans have defined themselves in part through a sense of place, both geographical and social, and we continue to inhabit physical places and warm bodies. This course uses the resources of the Newberry Library to explore the documentary evidence of a sense of place from the ancient world to the modern era, to interrogate the

current trend away from the embodied and toward the virtual, and to examine the role of the archive itself in a digital era.

The sense of physical or geographical place as the foundation for cultural and individual identity permeates texts throughout Western history. The Homeric Hymns and Hesiod's *Theogony* for example, demonstrate the extent to which the ancient Hellenic gods were tied to the landscape, both in their essence and ceremonially, through their festivals, temples, and forms of worship. In the Middle Ages, the popularity of pilgrimage and the interest in relics demonstrates a deeply embodied and place-specific spirituality, while chivalric quest narratives represent the meeting of Self and Other through a journey into the marvelous. Renaissance exploration and the colonialism that followed offered new and competing ways of understanding place as the ground for emerging categories such as race and nation, and the Western narrative of manifest destiny resulted in an intense focus on the places and spaces of the Americas, often at the expense of native peoples. In the modern era the focus on place became increasingly urban as workplaces, ethnic neighborhoods, and urban architecture dominated the embodied experience of the majority of Americans. Finally, it is no accident that we use a physical word like "place" to describe social identities such as rank, tribe, or ethnicity: The social world has its own geography that both derives from and adumbrates physical spaces. Historically, society has been dominated by the tension between a sense of belonging and community implied in having a place and the oppression implied in being told to know one's place.

This course draws in part on the scholarly resources of the Newberry and in part on the city of Chicago itself with its neighborhoods, festivals, architecture, and place-specific history—the place that students will be living in during the semester. In addition to serving as a tantalizing introduction to the variety of collections at the Newberry and to the rich conceptual possibilities inherent in "place," the course material is also designed to develop students' skills as scholars and writers, enabling them to turn ideas, interests, and curiosities into full-fledged scholarly projects.

LEARNING OUTCOMES:

We have designed the seminar with the following goals in mind. By the end of the seminar, students will:

- Grasp the relationship between the natural and the built environment;
- Understand the metaphysical nature of place — as an idea, as a subjective determination of identity or social standing;
- Have had an opportunity to actively discuss the opportunities and challenges posed by recent technological advances with respect to scholarship in the humanities;
- Be knowledgeable about an array of forms of digital presentation and publishing.

Furthermore, the seminar is designed to support the ACM program's learning goals:

- To develop abilities as researchers—formulating interesting and researchable questions; successfully locating, understanding, critically evaluating, and synthesizing materials from the rich Newberry collections; and effectively creating a substantial, well-written and documented research paper.
- To develop skills as members of a research community, capable of discussing complex texts in an open-ended seminar setting; sharing the results of research and writing with peers; and offering and receiving suggestions for revisions.
- To develop an understanding of how a major research library operates through job placements and by participating in the community of scholars at the Newberry.
- At the end of the program, students should have an appreciation for the value of research and critical use of primary sources and how a community of scholars maximizes the ability of a single scholar to produce high quality work in the humanities and social sciences. Students can expect to have the ability to formulate a proposal, to find and sift information, and to conduct research at a high level, leading to a substantive senior thesis project or graduate-level work. Students should be confident in their abilities to work with archival material, to synthesize a variety of sources, and to write effectively

Our goal in guiding the students through the semester is not simply to help them complete a complex and sustained scholarly project but to develop the habits of mind and scholarly practices that characterize the work of the humanities, especially in an archival setting. We want our students to develop their understanding of scholarship from something they are asked to perform (as an “assignment”) to something self-directed. We want them to understand that writing is not something that happens “after” research in the humanities but is an inherent part of that scholarship.

REQUIRED TEXTS:

Miéville, *The City & The City*, 2010.

Joseph Conrad, *Heart of Darkness*, 1899 (Dover 1990)

W. E. B. DuBois, *The Souls of Black Folk*, 1903 (Dover 1994) (selections)

William Cronin, *Nature's Metropolis: Chicago and the Great West*, 1992 (selections)

Leo Marx, *The Machine in the Garden: Technology and the Pastoral Ideal in America*, 1965 (2000) (selections)

Sandra Cisneros, *The House on Mango Street*, 1991.

Scrivener.

Zotero.

Contact info (we are in our offices most afternoons)

Ian MacInnes: imacinn@albion.edu; 517-629-5660 (use email for iMessage); Room 445

Marcy Sacks: msacks@albion.edu; 517-817-6771 (works with iMessage); Room 466

SCHEDULE (subject to change — please check the course-web for each week):

Date	Topic	Schedule of events and reading	Deadlines
Week 1 (9/8 - 9/11)	EMPIRE Theory: Colonialism Imperialism Racism part 1 Archives: maps, books	Tuesday <u>10 a.m.-12 p.m.</u> : Newberry Orientation (Newberry staff) Picnic in Washington Park (ACM staff) <u>1:30 - 3:30 p.m.</u> : Seminar Read: Conrad, <i>Heart of Darkness</i>	
		Wednesday <u>9-11 a.m.</u> : seminar Read: Kipling “White Man’s Burden”; Excerpt from Hochschild, <i>King Leopold’s Ghost</i> ; continued discussion of <i>Heart of Darkness</i> <u>11-12 p.m.</u> : Introduction to research at the Newberry, Kelly Frost and Lisa Schoblasky, Reference Librarians (ACM classroom) <u>1:30-3:30 p.m.</u> : Gold Coast tour (ACM)	Research Blog
		Thursday <u>9-10:30 a.m.</u> : Maps as resources, Jim Akerman, Newberry Curator of Maps (Location: 2-West) <u>10:30 a.m. - 1 p.m.</u> : Job interviews. When not interviewing, you will be meeting with Marcy and Ian about your research ideas and separately with your roommate to discuss the roommate agreement. <u>1:30 - 3:30 p.m.</u> : Seminar Read: Selections from Virgil’s Aeneid; Daniel, “Epistle to Prince Henry”; Donne “Elegy 19” View: image of “Amerigo discovers America”	Activities in Chicago
		Friday <u>9-11 a.m.</u> : seminar Read: Cronin, <i>Nature’s Metropolis</i> : pp.23-30, 55-93 12:30-4 p.m. Chicago Scavenger Hunt	Research Blog (Saturday)
Week 2 (9/14- 9/18)	NATURE Theory: Primitivism Romanticism Pastoralism Agrarianism	Monday <u>9 a.m.-12 p.m.</u> : Neighborhood Walk <u>2 p.m.-3:30 p.m.</u> : Workshop on tools (Zotero/Scrivener, also Storymap)	
		Tuesday <u>9 a.m-12 p.m.</u> : Find sources in the archives related to Monday’s activity. Discuss and present neighborhood walk.	Research Blog

	Archives: Images	Wednesday <u>9-11 a.m.:</u> Read: Selected poetry of nature from Virgil to Wordsworth.	
		Thursday <u>10:30 a.m.-12:30 p.m.:</u> Field trip: Art Institute of Chicago <u>2-3 p.m.:</u> Visual Resources in the Newberry collections, Will Hansen, Curator of Americana (Location: 2-West)	Share Zotero Library
		Friday <u>9:30-11:30 a.m.:</u> seminar Read: Marx, <i>The Machine in the Garden</i> , pp.3-16, 227-365 (chpts. 5 & 6) <u>11:45 a.m.-1 p.m.:</u> Pizza Lunch with the Newberry Staff	Research Blog (Saturday)
Week 3 (9/21-9/25)	RACE & GENDER Theory: Racism Sexism Nativism Archives: Music Special Collections	Monday: <u>9-11 a.m.:</u> seminar Read: DuBois, <i>The Souls of Black Folk</i> , chpts. 1, 2, 7-11, 13, 14	
		Tuesday: <u>9-11 a.m.:</u> seminar Discussion of <i>The Souls of Black Folk</i> continues <u>11 a.m.-12 p.m.:</u> Driscoll/Sheet Music Collection, Alison Hinderliter, librarian (Location: 2-West)	Research Blog
		Wednesday: <u>9:30- 11:30 a.m.:</u> seminar Read: Rubin, “The Traffic in Women”; Speght, “The Dreame”; Dowriche’s prefatory epistle to <i>The French History</i>	
		Thursday: <u>9:30 a.m.-12 p.m.:</u> Chicago History Museum <u>2-3 p.m.:</u> Modern Manuscripts at the Newberry, Martha Briggs, Curator of Manuscripts, and Kelly Kress, Archivist (Location: 2-West)	Research Blog
		Friday: Newberry Advisors’ meeting N.B. No seminar today	presentation to program advisors Share Zotero Library

Week 4 (9/28-10/2)	THE CITY Theory: ethnocentrism, urbanism Archives: Periodicals	Monday: 9:30- 11:30 a.m.: seminar Read: Miéville, <i>The City & The City</i>	
		Tuesday: Field trips: Architectural Boat Tour, Pedway tour	
		Wednesday: 9:30- 11:30 a.m.: seminar Read: Weschler, “Ramiro Gomez’s Domestic Disturbances”	Research Blog
		Thursday: 9-11 a.m.: seminar Read: Whitney, “Her will to London”; Doyle, “The Blue Carbuncle”; skim “The Story of the Strand” 11 a.m.-12 p.m.: 17th - 19th-Century Periodicals, Jill Gage and Jo Ellen Dickie (Location: 2-West)	
		Friday: No Seminar	Share Zotero Library Research Blog (Saturday)
Week 5 (10/5 - 10/9)	UNSEEN & IMAGINARY WORLDS Theory: utopianism romance allegory Archives: manuscripts	Monday: 9:30- 11:30 a.m.: seminar Oral presentation of project to the group.	presentation
		Tuesday: 9-10:30 a.m.: seminar Read: selections from Spenser’s <i>The Faerie Queene</i> ; selections from Milton’s <i>Paradise Lost</i> 10:30 a.m.-12:00 p.m.: Early Manuscripts/Early Printed Book, Jill Gage and Will Hansen (Location: 2-West)	Research Blog
		Wednesday: 9:30- 11:30 a.m.: seminar Read: Selections on Utopia from More, Swift, etc.; Boulding, “Building Utopias in History”	
		Thursday: 9:30- 11:30 a.m.: seminar Read: Winthrop, “A Modell of Christian Charity”; Cullen, “Dream Charter”; “Declaration of Independence”	

		Friday: Research	Share Zotero Library Research Blog (Saturday)
Week 6 (10/12-10-16)	BELONGING Theory: Archives:	Monday: 9:30- 11:30 a.m: seminar Read: Kingston, "Grandfather of the Sierra Nevada Mountains"; Douglass, "What to the Slave is the 4th of July?"	
		Tuesday: Research	Research Blog (evening)
		Wednesday: 9:30- 11:30 a.m: seminar Read: Cisneros, <u>The House on Mango Street</u>	
		Thursday: 9:30- 11:30 a.m.: seminar Read: selected Chicago Poetry	
		Friday: 9:30- 11:30 a.m: seminar 1-4 p.m.: walking tour of Pilsen with Chicago Program	Share Zotero Library Research Blog (Saturday)
Weeks 7-14	Mondays:		Research Blog
	Tuesdays:		
	Wednesdays:		
	Thursdays:		Research Blog
	Fridays:		

YOUR RIGHTS AND RESPONSIBILITIES

Research Blog

You will post regularly (ideally, daily, but minimum deadlines are on the course-web) on a research-related blog. You may use any blog-site you prefer (Blogger, Wordpress etc. - If you need help setting it up, let us know). Your blog is a place where you can informally articulate your discoveries, your challenges, your claims, and your methods. Posts can be directly related to your project, such as recording their discovery of a particularly promising source, but they can also be a place to connect your extracurricular experiences to their broad intellectual growth. For example, you might reflect on how a weekend visit to a Chicago neighborhood leads you to a new understanding about people or place. Blogs will be public, at least within the seminar, and you will also be required to make brief comments on at

least one of your peers' entries each week. We may also ask you to cross-post some entries on your personal social media to encourage you to think about a wider audience. You can expect feedback from us, first on a daily basis and then, as the semester advances, on a more intermittent basis. See the course web for a more complete description.

Zotero Library

Beginning right away, you will use the open-source Zotero bibliographic system to develop and share your growing library of sources. Zotero is free, integrates into all platforms, and is well-adapted to collaborative work and shared libraries. Beginning in the second week, you will not only be required to add items to your library but to begin annotating the items they have. Students can expect weekly feedback on their Zotero library. See the course web for a more complete description

Peer working groups

From the very first class assignment, you will be assigned a peer working group that will support and challenge you throughout the semester. Your group will initially focus its attention on the specific assignments for each week, and the early work will help you develop your skills as peer editors. As the semester advances, the groups will begin to function more broadly, first in moving you from thinking about editing to thinking about revising and eventually in asking you to begin setting goals for each other and challenging each other to achieve particular milestones. Effective peer mentoring is itself one of the most challenging aspects of work in the humanities, and developing those skills is one of our semester goals.

Individual and group meetings

Regular one-on-one meetings will be a part of our process from the very beginning. Our focus will be on solving challenges in the your long projects.

Your Project

Throughout the semester you will develop a long written essay. There are a number of deadlines associated with this project, such as the proposal, a thesis, a presentation to the Newberry staff, and various drafts. Each of these small pieces is independently assessed.

Participation and Preparation

Throughout the first half of the semester, there are a number of small assignments designed to introduce you to the collections.

Grading

Your course grade depends on the number of points you have accumulated, according to the following category. You need 500 points to receive credit. Final letter grades are determined as follows by points 950+ = 4.0; 900+= 3.7; 850+ = 3.3; 800+= 3.0; 750+ = 2.7; 700+ = 2.3; 650+ = 2.0; 600+ = 1.7; 550+ = 1.3; 500+ = 1.0

Activity	Points	Total possible points
Research Blog	3 points per descriptive or reflective post, 10 points per analytical post, up to a maximum of 16 points per week. 1 point per comment on others' posts, up to a maximum of 2 per week.	252
Zotero Library	Shared library worth up to 8 points per week (first 12 weeks). 4 bonus points if you have shared every week.	100
Your Project	points are associated with various deadlines	400
Participation and Preparation	different points are associated with various tasks	300

Professionalism/Losing Points: In general, it is difficult to lose points. The only way to actually lose existing points is through unprofessional or dishonest actions or multiple unexcused absences from seminar.

Attendance: You should attend all seminar meetings, and you should come to class prepared to discuss the readings assigned for that day.

Appendix A

Full list of Newberry Library Colloquia

- September 2 - Rachel Clarke (Short-Term Fellow), *The Role of Design in American Librarianship*
September 9 - D. Bradford Hunt (VP of Research and Academic Programs)
September 23 - Megan Kelly, Maggie Cusick, and Kelly Frost (Reference Librarians), *Rare Books School*
September 30 - Jeff Noonan (Short-Term Fellow), *17th century Italian music performance*
October 7 - Kelly Wisecup (Long-Term Fellow), *Objects of Encounter*
October 14 - Kara Johnson (Short-Term Fellow), *Writing Work: Narratives of American Literary Labor*
October 21 - Martha Briggs (exhibit curator), *exhibit gallery tour: Stagestruck*
October 28 - Erin-Marie Legacey (Long-Term Fellow), *Making Space for the Dead in Revolutionary Paris*
November 11 - Will Hansen and Martha Briggs (Reference Staff), *American Collection Development at the Newberry*
November 18 - ACM Student Presentations
November 25 - Cancelled for Thanksgiving Holiday
December 2 - Caroline Prud'Homme (Renaissance Center), *Lauzanne Family Papers*
December 9 - Seonaid Valiant and Jen Wolf (Reference Staff), *Ayer Digital Collection*

ACM POLICY ON ACADEMICS

A complete listing of ACM policies can be found in your student handbook.

Class attendance and participation: You are expected to attend and participate fully in all classroom sessions, site visits, and field trips.

Academic honesty: Actions of dishonesty are destructive to the well-being of the academic community, and ACM staff respond to them vigorously. Cheating, plagiarism, and other forms of academic theft will result in a failing grade for that assignment and may result in failure for the course.

ACM POLICY ON NON-DISCRIMINATION

The Associated Colleges of the Midwest does not discriminate in the operation of its educational programs, activities, or employment on the basis of sex, sexual orientation, gender identity, race, color, religion, national origin, age, veteran status, marital status, or disability.