Final Project – ENGL 651

Your final assignment for this class will have three parts: an initial, mini-proposal; a collaborative, digital humanities project; and individual participation in an asynchronous digital conference on those projects. Because summer courses are more intense and abbreviated, you are encouraged (though not required) to work in groups for the first and second portion (the proposal and DH project) of this assignment.

Digital Humanities Project (Group Submission)

Each group will create a digital story map that integrates course material with research and considers British and English texts in relation to their early global context. **Story maps can be academic, pedagogical, or creative in purpose and focus, but should aim to consider one or more course text(s) in relation to a larger spatial, physical, and/or cultural context**.

Groups should choose a topic, place, people group, question, and/or theme of interest that they find represented in one or more course text and use that focus to guide, organize, and develop their story map.

Your map **must (at a minimum)** include the following:

- A **base map** (this might be the globe in Google Earth or a map of an area of the world if you choose to focus on a particular region).
- **At least one data point (per group member)** related to your organizing focus and drawn from a premodern British or English text. Given the length of the class, it is suggested that you stick with course material for this; however, if you would like additional text suggestions, I am happy to supply them.
    - (*Note: textual data placed on the map might include quotations; descriptions of or notes about characters, events, or places from the text; images of places, objects, and so on referred to by the text; etc.*)
- **At least one data point (per group member)** adding to the map's non-English context and/or a non-English perspective on the topic, place, people group, theme, etc. selected as the map's focus. This might include art pieces or text created by another premodern culture on the

ASSIGNMENT OBJECTIVES:

- DEMONSTRATE CRITICAL THOUGHT ABOUT A WORK OF EARLY BRITISH OR ENGLISH LITERATURE;

- PLACE COURSE MATERIAL INTO A BROADER SPATIAL, PHYSICAL, OR CULTURAL CONTEXT;

- COMPARE AND ANALYZE COURSE MATERIAL IN RELATION TO THAT CONTEXT;

- ENGAGE WITH SCHOLARLY DISCOURSE ON AT LEAST ONE MEDIEVAL TEXT;

- DEVELOP YOUR OWN PROFESSIONAL VOICE AND OPINIONS;

- GAIN EXPERIENCE WITH THE DIGITAL HUMANITIES AND ITS POTENTIAL(S).

topic or theme of the story map; archaeological findings of relevant (perhaps traveling) artifacts; creations or information from a culture the English text describes, introduced for purposes of comparison (for instance, referencing an early Persian tale that contrasts with a depiction of early Iran in *Mandeville*); and so forth.

- o (*Note: see the "Resources" list at the end of this assignment sheet for some materials to help you get started. You are, however, not required to use any of the sites or texts on the list.*)
- Use of **at least three scholarly sources**; and
- **Citation** of all material used (location of citations may vary, but a viewer should be able to determine the origin of all material used in the development of and referenced in and by the map).

Students may work on their own or in groups of six or fewer students. You may select your own groups and are encouraged to use the Discord server, including the private messaging feature (if so desired), to communicate and to meet (synchronously or asynchronously). If you would like to work in a group but are having difficulty finding or forming one, please feel free to reach out to your Instructor (I am happy to create or assign groups).

NOTE: If you have trouble with a group member, please let your Instructor know as quickly as possible.

Story Map Platforms:
It is recommended that you use one of the following digital platforms to build your story map:
- The project feature on Google Earth (https://earth.google.com/web/@0,0,0a,22251752.77375655d,35y,0h,0t,0r),
- The customize feature on Google Maps (https://www.google.com/maps/d/u/0/),
- The (free) public account version of ArcGIS StoryMaps (https://storymaps-classic.arcgis.com/en/), or
- StoryMap^JS (via KnightLab - https://storymap.knightlab.com/).

Directions and/or tutorials for each platform are included below and on Blackboard (Bb):
- Google Earth Tutorial: https://www.youtube.com/watch?v=5KtwMRedAbc
- Customized Google Maps: https://www.google.com/maps/about/mymaps/ AND https://www.google.com/earth/outreach/learn/visualize-your-data-on-a-custom-map-using-google-my-maps/#style-your-map-2
- ArcGIS StoryMaps "Getting Started" Guide: https://storymaps.arcgis.com/stories/cea22a609a1d4cccb8d54c650b595bc4
- StoryMap^JS (KnightLab): https://storymap.knightlab.com/

Example Story Maps:[1]
- Gawain's Journey (in *Sir Gawain and the Green Knight*): https://www.google.com/maps/d/u/1/viewer?mid=1F4ZiKzFAlbQjs30dpc4C2MMEyPA&ll=52.22813047248414%2C-2.868256649999916&z=7

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[1] Note, none of these maps were created for this class.

- Books Through Their Pages (Tulane Univ): https://storymaps.arcgis.com/stories/ee34cc0801af4d2888e8c31674fcf61c
- Arya's Journey (GoT): https://storymap.knightlab.com/examples/aryas-journey/

Final Story Map Due: 11:59 PM (Eastern), Saturday, July 24th (submit link via Bb)

Mini-Proposal (Individual or Group Submission)

Each group will need to determine their likely topic or organizing principal for their story map, the course text (or texts) they will be drawing on, at least two potential resources for placing that material into a broader context, citations for three scholarly resources, and a plan for the division of labor between members of the group.

Groups will need to write up a short proposal that includes all of the above information and submit that proposal to their instructor via Bb. Proposals should be formal in tone and submitted as PDFs. (*Note: bullet points and similar formatting features may be employed when and as useful.*) Each individual may submit their own version of the proposal that notes their specific tasks for the project, or the group may choose to submit a single proposal that lays out, by name, what each member will be contributing.

Though not required, groups are also encouraged to try out the platform they plan to use and submit any questions or concerns they have as part of their proposal.

Proposals are due **Wednesday, July 7th by 11:59 PM (Eastern) via Bb.**

Digital Conference (Individual Participation)

By the beginning of the final week of class, you should complete and upload a short Flipgrid video to the class digital conference topic. Your video should provide a brief overview of your group's Story Map (you may focus primarily on your own work if you wish, but you are also welcome—and encouraged—to address other group members' contributions to the final product). Your presentation should also offer some conclusions that, in your opinion, can be

SLOs FULFILLED BY FINAL PROJECT
DEPARTMENT SLOS: 1 & 2
COURSE SLOS: 4, 5, & 6

drawn from considering the map as a whole, putting the course text(s) into a broader context, comparing work(s) from several cultures, from examining literature in relation to place, and so on. (You might suggest a way of reading, provide a claim you feel your group's Story Map suggests or supports, develop your own perspective on a text, offer conclusions you've reached on perusing the map as a whole, etc.)

You are encouraged to use Flipgrid's capabilities to share your group's map as part of your presentation or to add slides or other visual components to your video. **Videos must be 5-7**

minutes in length and **should be polished and professional**, as though you were sharing your work at an academic conference.

After uploading your video presentation, you will need to **view and reply to two other classmates' presentations**. Replies should offer thoughtful and respectful feedback, just as though you were participating in Q&A at a conference.

Video Presentations due to Flipgrid by **noon (Eastern), Monday, July 26th**
Video Replies due to Flipgrid by **11:59 PM (Eastern), Tuesday, July 27th**

Assessment

All aspects of the final project will be assessed based on the following:
- Degree to which the basic requirements laid out in the assignment sheet have been met;
- Presence of critical and creative thinking;
- Extent of in-depth analysis;
- Effort in crafting a scholarly voice and professional persona;
- Participation in a scholarly community; and
- Evidence of proofreading and editing.

Resources on the Premodern Globe (a very definitely not exhaustive list):

Textual Resources²
- *The Book of Kings* (Persian)
  - *More info: https://www.bbc.com/culture/article/20180810-the-book-of-kings-the-book-that-defines-iranians*
- *The Arabian Nights*, translated by Husain Haddawy
  - *More info: https://wwnorton.com/books/9780393331660*
- *A Hundred and One Nights* (Arabic)
  - *More info: https://www.amazon.com/Hundred-Nights-Library-Arabic-Literature/dp/0814745199*
- *The Kathāsaritsāgara* (India/South Asia)
  - *More info: https://www.amazon.com/Tales-Kathasaritsagara-Penguin-Classics-Somadeva/dp/0140446982*
- *Slapping the Table in Amazement: A Ming Dynasty Story Collection*
  - *More info: https://uwapress.uw.edu/book/9780295742137/slapping-the-table-in-amazement/*

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² If the GWU library proper does not have online or accessible copies and you're interested in any of these texts, I would (highly) recommend taking advantage of Interlibrary Loan (ILL). The ILL Coordinator can get you scans of chapters and/or articles, and ILL will often mail books to you if and when they can. There is more information about GWU's ILL here: https://gardner-webb.libguides.com/interlibraryloan, and I am happy to help you if you run into difficulties!

- *The Epic of Sundiata* (Mali/Africa)
  - *More info:* *https://orias.berkeley.edu/sundiata*
- Farid ud-Din Attar, *The Conference of the Birds* (Iran)
  - *More info:* *https://www.amazon.com/Conference-Birds-Penguin-Classics/dp/0140444343*
- Antarah ibn Shaddād, *War Songs* (Arabic)
  - *More info:* *https://nyupress.org/9781479880904/war-songs/*
- Aḥmad ibn Faḍlān, *Mission to the Volga* (Arabic)
  - *More info:* *https://www.amazon.com/Mission-Volga-Library-Arabic-Literature/dp/1479899895/ref=sr_1_3?dchild=1&qid=1623364549&refinements=p_27%3AAhmad+Ibn+Fadlan&s=books&sr=1-3&text=Ahmad+Ibn+Fadlan* AND *https://www.amazon.com/Ibn-Fadlan-Land-Darkness-Travellers/dp/0140455078/ref=pd_sbs_1/135-7190421-6124520?pd_rd_w=wD2q9&pf_rd_p=f8e24c42-8be0-4374-84aa-bb08fd897453&pf_rd_r=F9Y3PJM71F35XBVKRYF1&pd_rd_r=d6e15ea4-27a4-4eaf-8093-b1265e6af00c&pd_rd_wg=MNeLW&pd_rd_i=0140455078&psc=1*
- Abū Zayd al-Sīrāfī, *Accounts of China and India* (Arabic)
  - *More info:* *https://www.amazon.com/Two-Arabic-Travel-Books-Literature/dp/1479803502/ref=sr_1_2?dchild=1&qid=1623364549&refinements=p_27%3AAhmad+Ibn+Fadlan&s=books&sr=1-2&text=Ahmad+Ibn+Fadlan*
- *The* Kebra Nagast*: A New English Translation of the Ancient Book about the Ethiopian Queen of Sheba, King Solomon, and Their Son Menilek*
  - *More info:* *https://wendybelcher.com/african-literature/kebra-nagast/* AND *https://wendybelcher.com/african-literature/black-queen-of-sheba/*
- *Early African Literature: An Anthology of Written Texts from 3000 BCE to 1900 CE* (collector and editor, Wendy Belcher)
  - *More info:* *https://wendybelcher.com/african-literature/early-african-literature-anthology/*
- *Tales of the Marvellous and News of the Strange: A Medieval Arab Fantasy Collection*
  - *More info:* https://www.amazon.com/Tales-Marvellous-News-Strange-Collection/dp/0241299950/ref=tmm_pap_swatch_0?_encoding=UTF8&qid=&sr=
- ***Additional, scholarly articles available on Bb (if/as useful)***

Digital Resources: Art, Literature, Archaeology, etc.
- The Global Middle Ages Project: http://globalmiddleages.org/about
- Digital Mappa: https://sims2.digitalmappa.org/36
- Jerusalem 1000 – 1400 (The Met): https://www.metmuseum.org/exhibitions/listings/2016/jerusalem
- Islamic Art (The David Collection): https://www.davidmus.dk/en/collections/islamic
- Islamic Art History Online: https://sites.lsa.umich.edu/khamseen/
- India & the World: A History in Nine Stories: https://www.indiaandtheworld.org/objects-on-display/
- Scrolls of the Mongol Invasion (Annotated): http://digital.princeton.edu/annotatedscrolls/

- Heiji Monogatari Emaki (*Tale of the Heiji Rebellion*): http://digital.princeton.edu/heijiscroll/
- African Literature & Arts (via Wendy Belcher): https://wendybelcher.com/african-literature/african-arts-literature/
- Early African Literature Project: https://wendybelcher.com/african-literature/early-african-literature-project/
- Ethiopian, Eritrean, and Egyptian Miracles of Mary Project: https://pemm.princeton.edu/
- Constantinus Africanus (& love sickness): https://constantinusafricanus.com/; https://constantinusafricanus.com/2017/12/22/ego-constantinus-africanus-montis-cassinensis-monacus/
- People of Color in European Art History: https://medievalpoc.tumblr.com/
- Mapping Eastern Europe: https://mappingeasterneurope.princeton.edu/
- Mapping an English Crusader Fantasy: https://storymaps.arcgis.com/stories/9b9b79c698ea4309adee22f9c624c16f
- Teaching Medieval Slavery and Captivity: https://medievalslavery.org/
- The Global Medieval Sourcebook: https://sourcebook.stanford.edu/
- Medievalists of Color Resources Page: http://medievalistsofcolor.com/resources/related-organizations-groups-blogs/
- "The Mother of All Pandemics: The State of Black Death Research in the Era of COVID-19," Medieval Academy of America Webinar Resources: https://www.medievalacademy.org/page/webinars
- Dr. Caitlin R. Green (website and blog): https://www.caitlingreen.org/
- The Crusades Project: https://d.lib.rochester.edu/crusades
- The Medieval Academy of America's Curated Digital Resource Database: http://mdr-maa.org/resource/
- Open Access Canterbury Tales: https://opencanterburytales.dsl.lsu.edu/
- Global Chaucers: https://globalchaucers.wordpress.com/resources/
- Twitter: #medievaltwitter and #RaceB4Race