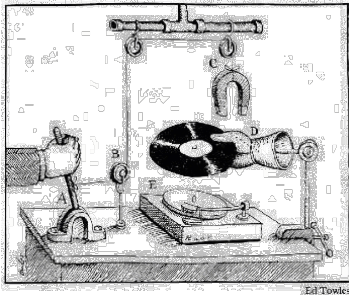


# DH Final Project

engl 325 / sec. B / spring semester 2013-14 / chang



Think back to the questions asked at the beginning of the quarter: What is digital humanities? Is it important? How do we read, use, analyze, think about, and understand DH texts, tools, and projects? What does DH reveal about the discipline(s) of English, literature, writing, reading, computers, and media? We have read a wide range of texts, which take up different ideas, arguments, experiences, and purposes. With the above questions in mind, consider further questions: What similarities do the readings and the different DH perspectives share? What are their differences? Why are these similarities and differences important? In other words, how might we engage what Kathleen Fitzpatrick identifies as one of the central tensions in DH “between those who suggest that

digital humanities should always be about *making* (whether making archives, tools, or new digital methods) and those who argue that it must expand to include *interpreting*” (*Debates* 14).

## Mix and Mash

For this assignment, we will borrow and use the “mash-up” and the “mix” from the domains of computers, media, and music in order to imagine and produce a unique kind of writing project. The “mash-up” is the combining, blending, and layering of different texts, sources, even genres to produce a ‘new’ text (sampling, heavy metal mashed with pop, *Harry Potter* and *The Sound of Music*). The “mix” is the selecting and arranging of texts to produce a collection, usually organized around some theme or feature or narrative (80s mixes, dance mixes, road trip mixes). The best mixes and mashes have a central idea, argument, or goal in mind.

Your final project is both a mix and a mash: You will 1) identify a critical question, claim, or concept that will frame and organize your project; 2) your claim should demonstrate your engagement with the field(s) and question(s) of digital humanities, 3) you will develop a paper (preferably multimodal or multimedia) or artifact/prototype (which also includes writing) that explores, illuminates, represents, and analyzes your organizing claim, 4) an academic bibliography with at least five additional recent, relevant, and useful sources (not counting our texts). Your final project might take the form of (not an end-all-be-all list):

- a more traditional 5-7 page research paper that includes multimodal examples or evidence
- a research paper turned into a shareable Power Point or Prezi presentation
- an analysis and demonstration of a DH tool in the form of a paper, users guide, research poster, comic, even “how to” video
- a digital humanities artifact or prototype, which includes a researched and analytical “artist’s statement” or “project statement”
- a completed proposal for a Drew University experiential mini-grant (to propose an activity the class could do) or Andrew W. Mellon Arts and the Common Good grant at Drew (to connect the arts and DH); see me for details

The most successful projects will have a clear frame and specific organizing analytic, will use different kinds of support and evidence, and will demonstrate DH principles, methodologies, materials, and concerns. Overall, be creative, take intellectual risks, and have fun.

## Guidelines and Due Dates

**Format:** 5-7 pages, academic paper OR the equivalent DH artifact  
Papers should follow MLA manuscript conventions, citation and bibliographic format, use 12-point Times Roman, 1” margins, CR spacing, proper heading and name block, page numbers, and single-sided printing, neatly stapled together  
Projects should be neat, complete, preferably easily transported or digitally shared, include academic inquiry, analysis, and writing  
Both should have complete bibliographies

**Due:** Monday, March 17