

**FIRST YEAR SEMINAR COURSE PROPOSAL**  
UNIVERSITY OF MARY WASHINGTON

Use this form to submit **FSEM 100 topics** courses for review **or** any **other existing course** that you wish to have designated to meet the first year seminar requirement.

<b>COURSE NUMBER:</b>	<b>FSEM100</b>		
<b>COURSE TITLE:</b>	<b>DIGITAL DON QUIJOTE</b>		
<b>SUBMITTED BY:</b>	Elizabeth Franklin Lewis	<b>DATE:</b>	9/24/13
<i>This course proposal has the department's approval. (Put a check in the box to the right.)</i>			<input checked="" type="checkbox"/>

**COURSE DESCRIPTION.** In the space below, provide a one to two sentence description of this class. The description will be entered in Banner, and will also be used in other publications about the first year seminar program (such as the “Eagle Essentials” booklet).

Don Quixote is one of the most iconic figures of Spanish literature, and the novel bearing his name, written by Miguel de Cervantes over 400 years ago, has been called the first truly modern novel. In this course we will bring Don Quixote into the Digital Age, using digital tools to aid us in the study of selections of Cervantes’ famous novel, and using the novel as a springboard into Digital Studies.

**RATIONALE.** Include short statement addressing how this course meets the FSEM’s basic components and new student learning outcomes (see FSEM call above), and why this course should be approved to meet the FSEM General Education requirement.

In this course students will be presented only primary texts: selections of Cervantes’ novel (38 of the novel’s 126 chapters) in translation, plus critical readings on the novel and on Digital Humanities and Digital Studies. We will relate our readings to questions of great importance to college students in our Digital Age, including questions of digital identity, academic integrity and copyright, the future of the library and research, the future of digital learning, and the place of social media. We will explore these issues and ideas informally in classroom discussion and written blog posts, and in more formal oral and written projects as individuals and as groups. As part of our study students will be introduced to various services and people on campus who will be important to their academic development—the library, the Speaking and Writing Centers, Division of Teaching and Learning Technologies, and faculty from the Digital Studies program. Students will also put into practice some of the topics discussed through the development of their own domains as part of the UMW Domain of One’s Own initiative.

**SYLLABUS.** *Attach a course syllabus.*

**SUBMIT** this form and attached syllabus **electronically as one document to John P. Broome (jbroome@umw.edu)**. All submissions **must** be in electronic form.

First-Year Seminar: Digital Don Quixote  
Course Syllabus

**Instructor:** Dra. Elizabeth Franklin Lewis ( <http://elizabethfranklinlewis.net> )

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**Course Web Page:** <http://canvas.umw.edu>

**Office Hours:** M-F 9:00-10:00am and by appointment

**Course materials:**

*Don Quixote of La Mancha* by Miguel de Cervantes.

There are numerous translations to English, several in electronic format free on the internet. We will talk about these translations early in the semester to help you select which one you want to read. If you are anxious about pre-ordering a print book, 2 modern translations by Raffel and Grossman are both good.

Critical readings available on our Canvas course website.

Films, musical recordings, and other media, linked on our Canvas website.

**Course Description:**

*En un lugar de la Mancha, de cuyo nombre no quiero acordarme...*  
*In a village of La Mancha, the name of which I have no desire to call to mind...*  
(Miguel de Cervantes; translation by John Ormsby)

These famous words are a curious beginning to an incredible novel written 400 years ago by Spanish writer Miguel de Cervantes. From the very first sentence we realize that this isn't going to be any typical story, and our seminar this semester will be far from typical too! In this course you will get to know more about what many consider the first modern novel—beyond windmills and Broadway's "To Dream the Impossible Dream." We will see *Don Quixote* (DQ) as a Spanish cultural icon and literary masterpiece that continues to be vibrant and relevant in our Digital Age. A Google search of Don Quixote yields more than 7 million results, while the Spanish spelling Don Quijote gives more than 4 million. In *Digital Don Quixote* we will both use the digital to aid us in the study of selections of Cervantes' novel, and we will use the novel as a springboard into many of the major topics of digital studies (DS) and digital humanities (DH).

**Course objectives:**

Students will develop skills to

- utilize a variety of research techniques to retrieve, evaluate and synthesize information
- improve development and organization of written arguments;
- demonstrate the ability to edit and revise in the writing process;
- apply the basic theories and principles of oral communication;
- communicate effectively in a variety of settings, including public speaking and group discussion
- create and maintain an individual internet domain as part of UMW Domains program.

Additionally students will:

- become familiar with the major characters, themes, and literary techniques of *Don Quixote de la Mancha* through a close reading and analysis of selected chapters of the novel, and of the novel's impact from its own time into our digital age.
- explore some of the major issues of learning, researching and communicating ideas in our digital age and put their technologies into practice in our own study of Don Quixote.
- become familiar with resources, services, and people available at UMW to aid students in their academic work.

**Grade:**

Your final grade for the course will be determined as follows

<b>Active class participation</b>	<b>25%</b>
<b>Writing:</b>	
Weekly blog posts	<b>25%</b>
Critical review	<b>10%</b>
<b>Speaking:</b>	
Small group discussion leader	<b>5%</b>
Formal presentation of critical review	<b>10%</b>
<b>Group creative/digital project</b>	
Preliminary bibliography and proposal	<b>5%</b>
Group project	<b>10%</b>
Group presentation	<b>10%</b>

A: 93-100, A- 90-92, B+ 87-89, B 83-86, B- 80-82, C+ 77-79, C 73-76, C- 70-72, D+ 67-69, D 60-66, F 59 and below

**Active Class participation:** Seminars are all about sharing our ideas and knowledge with each other, and they don't work without the active participation of all involved. You need to come to every class, having completed the assignment(s) and ready to be actively engaged in the classroom activities. You will have the opportunity at mid-semester and at the end of the course to give me your own assessment of your work in class.

**Writing:** We will be working on various forms of college-level writing. You will be expected to keep track of your own progress in the readings and discussions through **weekly blog-posts** of 350-500 words each on your own blog that you set up through UMW Domains. These will be graded for their timeliness (on or before the due date stated), development of interesting and original ideas, and their engagement with the topics of course readings and discussions. Towards the end of the semester (blog posts 7 and 8) you will have the opportunity to experiment with other ways besides text to express your ideas digitally in your blog. Around mid-semester you will write a 3-5 page (about 750 words) **critical review** of a scholarly article, book, website, or creative adaptation of Don Quixote.

**Speaking:** Effectively communicating your ideas with your professors and peers is an important skill for all college courses. You will be practicing this skill daily with class and small-group discussion. Throughout the semester everyone will have the chance to be a **small group discussion leader** as well as make a **formal presentation** of your critical review.

**Group creative/digital project:** At the end of the semester we will put into practice what we have learned in a group project. We will divide into 3 teams to prepare a project based on the topics of our course. This project can be creative, or a more traditional academic study but must also be a digital project in some way. No matter the project you choose to do, all will have a written portion in which the group connects the project to our course and includes references to a bibliography of at least 10 print and/or digital resources. Additionally all group members will participate in an oral presentation of the group's work during the final exam period. There will be more detailed instructions on our course website

**Course Policies:**

**THERE WILL BE NO MAKE-UP WORK ACCEPTED WITHOUT PRIOR APPROVAL.** You can get missed assignments from our class web page.

**Cell phones and other technology:** Obviously, I not only encourage, I require the use of technology in this class. However, if you are using it for purposes other than our work as a class, your participation grade will come down significantly. If you have an emergency text or call, you may step outside the classroom. If your behavior is distracting or disruptive you will be asked once to stop the behavior, and on the second time to leave the classroom.

**Honor policy:** All work to be turned in for a grade is expected to be the student's own and must be pledged with the Mary Washington honor statement: "I hereby declare upon my word of honor that I have neither given nor received unauthorized help on this work". If you borrow an idea, words, an image or any other intellectual property from someone or somewhere else, you need to respect copyrights, and always, always give credit to the creator/author.

**Disability statement:** The Office of Disability Resources has been designated by the University as the primary office to guide, counsel, and assist students with disabilities. If you receive services through the Office of Disability Resources and require accommodations for this class, make an appointment with me as soon as possible to discuss your approved accommodation needs. Bring your accommodation letter with you to the appointment. I will hold any information you share with me in strictest confidence unless you give me permission to do otherwise. If you have not made contact with the Office of Disability Resources and have reasonable accommodation needs, (note taking assistance, extended time for tests, etc.), I will be happy to refer you. The office will require appropriate documentation of disability.

## Course Schedule

(Note that this is a tentative outline of the topics and activities by week. For more detailed instructions for daily assignments, an up-to-date schedule and grading criteria, please consult the Assignment and Announcement sections of our Canvas website)

<p><b>Week 1: Who is Don Quixote?</b> Readings:</p> <ul style="list-style-type: none"> <li>• Carlos Fuentes “Forward” to translation by Tobias Smollett</li> <li>• Ilan Stavans “One Master, Many Cervantes”</li> <li>• “About” <a href="http://umwdomains.com/">http://umwdomains.com/</a></li> </ul> <p>Research: Don Quixote in Popular Culture Resources: DTLT and UMW Domains</p>	<p><b>Week 2: Don Quixote’s (digital) identity... and yours too.</b> Readings:</p> <ul style="list-style-type: none"> <li>• DQ Vol. 1: Prologue and Chapter 1 in at least 2 different editions</li> <li>• Dana Boyd “Controlling your Public Appearance”</li> </ul> <p>Research: Translations and Digital Editions of DQ Resources: UMW Writing Center Writing: Set up your domain, Blog Post 1</p>
<p><b>Week 3: Don Quixote’s virtual reality</b> Readings:</p> <ul style="list-style-type: none"> <li>• Vol 1 Chpts 2-4 DQ,</li> <li>• Jesper Juul “Games telling stories? A brief narrative on games and narratives”</li> </ul> <p>Research: Game Studies Resources: Speaking Center Writing: Blog Post 2</p>	<p><b>Week 4: Don Quixote’s library</b> Reading:</p> <ul style="list-style-type: none"> <li>• Vol 1 Chpts 5-6</li> <li>• Siva Vaidhyanathan, “The Googlization of Everything and the Dystopian Vision of Copyright”</li> </ul> <p>Research: The library of the future, the future of libraries Resources: UMW Library Writing: Blog Post 3</p>
<p><b>Week 5: Don Quixote and authors</b> Readings:</p> <ul style="list-style-type: none"> <li>• DQ Vol 1: Chpts7-9</li> <li>• Jorge Luis Borges “Pierre Menard Author of the Quixote”</li> </ul> <p>Research: Plagiarism, copyrights and Creative Commons Resources: UMW Center for Honor, Leadership and Service Writing: Blog Post 4</p>	<p><b>Week 6: Don Quixote: hero or fool?</b> Readings:</p> <ul style="list-style-type: none"> <li>• DQ Vol 1: Chpts 21-22 DQ</li> </ul> <p>Research: Critical studies of DQ Resources: UMW Digital Studies Minor (Prof. Zach Whalen) Writing: Blog post 5</p>
<p><b>Week 7: Don Quixote as social (media)</b> Readings:</p> <ul style="list-style-type: none"> <li>• DQ Vol 1: Chpts 32-35</li> </ul> <p>Research: Social Media Writing: Critical review draft</p>	<p><b>Spring break</b></p>
<p><b>Week 8 What is a MOOC and what is DQ doing there?</b> Readings and viewing:</p> <ul style="list-style-type: none"> <li>• DQ Vol 2: Prologue and Chpts 1-4, 12-15</li> <li>• “Lecture 13” Spanish 300: Cervantes’ Don Quijote by Prof. Roberto González Echeverría (Yale University)</li> </ul> <p>Research: The university of the future, the future of universities Writing: Critical review due</p>	<p><b>Week 9 DQ’s imagination</b> Readings:</p> <ul style="list-style-type: none"> <li>• DQ Vol 2: 22-23</li> </ul> <p>Research: Digital Storytelling Resources: Open Learning and Digital Storytelling (Jim Groom, Director DTLT) Writing: Blog Post 6</p>
<p><b>Week 10: Readers re-writing DQ</b> Readings:</p> <ul style="list-style-type: none"> <li>• DQ Vol 2: 30-35</li> </ul> <p>Writing: Blog post 7 Speaking: Critical review presentations</p>	<p><b>Week 11: Sancho’s imagination and the end of DQ</b> Readings:</p> <ul style="list-style-type: none"> <li>• DQ Vol 2: Chpts 38-41, 72-74</li> </ul> <p>Writing: Blog post 8</p>
<p><b>Week 12: DQ and DH</b> Readings:</p> <ul style="list-style-type: none"> <li>• Matthew Kirshenbaum “What is Digital Humanities and What’s It Doing in English Departments?”</li> <li>• Bryan Alexander and Rebecca Frost Davis “Should Liberal Arts Campuses Do Digital Humanities?”</li> </ul> <p>Research: Day of DH Resources: Professor Jeff McClurken and DH at UMW Writing: Blog post 9</p>	<p><b>Week 13: Research, Write, Speak!</b> No readings this week Speak: Informal presentation of ideas for Group Project Writing: Preliminary bibliography and written proposal for Group Project</p>
<p><b>Week 14: Research and Creativity</b> Resources: UMW Research and Creativity Day Work on group projects Writing: Blog post 10</p>	<p><b>Final Exam period</b> Group Projects due, presentations during our scheduled final exam period</p>