

Digital Humanities Final Project
HIS 74A: Winter 2017
Due date: Tuesday, March 14 by 10pm

Corona, Laurel. *The Mapmaker's Daughter: A Novel*. Naperville: Sourcebooks Landmark, 2014.

Read the novel before starting the group project. I recommend starting the novel right now, if you haven't already, to make sure you can read it closely and carefully consider the potential themes from it for your assignment. This novel is a fairly quick read but be sure to give yourself enough time in advance.

Nota Bene from the syllabus: your **maps** and **timelines** are due on Thursday, Feb. 23 (Thursday of Week 7). All else due Tuesday, March 14 (Tuesday of Week 10).

Assignment:

In teams of 2-3, prepare a Digital Humanities exhibit based on themes drawn from Laurel Corona's novel, *The Mapmakers Daughter*. The exhibit must include at least:

1. An introduction, conclusion and bibliography
2. 1 map (part of argument)
3. 1 timeline (part of argument)
4. 1 film or sound clip (part of argument)
5. Up to 5 other "items" of your choice to illustrate the narrative thread and argument of your team's exhibit. Items may include primary source texts, images, film clips, sound clips, and more.
6. All items must have a narrative description for how they relate to the overall argument.

Based on your reading of Corona's novel, construct an original argument based on primary source evidence and secondary reading from the syllabus. You will find the most comprehensive collection of primary sources in the Stillman book, as well as in the appendices of the Gerber book.

Consider the following questions when crafting your thesis:

1. How does the individual narrative intersect with the broader political events of the national context in question?
2. How does the individual narrative intersect with broader Jewish historical trends and events within the region, and outside the region?
3. Is the narrative exemplary or exceptional? Why or why not?
4. What are the social circles the protagonist belongs to, how do they relate to their families, their political contexts, and their co-religionists?
5. Where does the protagonist go, and why? Is this surprising? Why or why not?

Strategies:

1. As you read the novel, make a note of place names and dates – I highly recommended underlining such things in the text itself or making a separate list in a word document along with the page number on which it appears
2. Likewise repeating images, vocabulary items, and metaphors
3. Consider themes that connect from the broader course material that intersect in the novel. For example, knowledge production, poetry, conversion, historiography, or Orientalism.
4. After you have read the novel, comb over the primary and secondary sources assigned for this class with a similar process, noting place names, dates, images, themes and historical events that intersect with your reading of the novel.
5. Compare your lists of confluence among the sources (primary and secondary) and the novel with those of your project group members. This will be an excellent starting point for collaboratively thinking about the argument you would like to make and the kinds of “items” and content that will ultimately populate your exhibit.

Technical Support/Work Space:

1. Your group can reserve study rooms online at McHenry Library’s Media Center in the David Kirk Digital Scholarship Commons (basement level) at this website: <http://calendar.library.ucsc.edu/booking/mchmc>
2. General website for the Digital Scholarship Commons for hours and more information: <http://library.ucsc.edu/digitalscholarship/digital-scholarship-commons>
3. A list of services and help available at the Digital Scholarship Commons, including Open Hours with a knowledgeable staff member onsite as well as one-on-one consultations with student assistants: <http://library.ucsc.edu/digitalscholarship/digital-scholarship-services>
4. You may email Rachel Deblinger, director of the Digital Scholarship Commons, at rdebling@ucsc.edu for extra assistance if Open Hours and one-on-one consultations do not resolve your questions.
5. Email me at aheckman@ucsc.edu or stop by office hours for any content related questions, e.g. regarding “items,” quality of argument, map sites, narrative, etc for the exhibit.