

**English 6330 (Spring 2018)**  
**Haunted by History: The Deep Eighteenth Century**  
**Final Project Prompt**

**Due Dates**

The final project is due on **Wednesday, April 25 at 11:59 a.m.** Nearly all of your assignments for this class build up to the final project, and there will be several days of hands-on training in library research, accessing and handling archival materials in Special Collections, and developing an online exhibit in Omeka. See your syllabus for more details.

**Goals**

This assignment is designed to help you hone the same scholarly research, critical analysis, and argumentation skills you are developing throughout your graduate coursework, while also gaining familiarity with archival research protocols and principles of writing for the web. In addition, by developing your exhibition for a broad audience, you will be sharing the resources of the University (including the holdings of our Special Collections) with the wider public, in accordance with USU's mission as a land grant university, while creating material that can go into your own portfolio for future academic and professional opportunities.

**Assignment Description**

As a class, we are spending this semester developing an exhibition titled *Haunted by History: The Deep Eighteenth Century* for display at <http://exhibits.usu.edu>. You will choose a topic that allows you to explore one facet of how the literary, cultural, and historical legacies of the eighteenth century continue to shape our world. Here are just a few examples:

The transatlantic slave trade  
Colonization and colonialism  
Displacement and genocide of Native Americans  
The Age of Revolutions  
The Anthropocene and climate change  
Journalistic standards / the reliability of news  
Partisan politics and the “rage of party”  
Global financial capitalism and markets  
Public science (Newton to Neil deGrasse Tyson)  
Discourses of women’s rights (Wollstonecraft to Women’s March)  
The Coffeehouse as Public Sphere

Your portion of the exhibit will bring together a variety of visual materials, including archival objects from Special Collections and the library databases, to engage your reader. Alongside these visual materials, you will marshal your own original analyses of primary texts, as well as your syntheses and responses to scholarly, peer-reviewed secondary literature, to advance an argument about your aspect of the “deep eighteenth century.”

**Length**

This project should demonstrate the depth of research and sophistication of argumentation that would normally go into a 20-page seminar paper. However, it probably will not include 7,000

words of prose, because big blocks of text may not be the best way to communicate about your topic with a broad audience. You will be submitting at least three content pages and a front page in the weeks leading up to the due date, but your exhibition may contain substantially more pages. We will talk as a class about shared standards for the project length when we create the rubric together.

### **Assessment**

There will be a few hard-and-fast rules. Your exhibition pages must:

- make an original, debatable argument that is stated on the main page.
- incorporate at least one striking visual on each page, including:
  - at least one (and up to ten) item(s) digitized from USU Special Collections and Archives.
  - at least two items from library databases such as *Early English Books Online*, *Eighteenth Century Collections Online*, *17<sup>th</sup> & 18<sup>th</sup> Century Burney Collection of UK Newspapers Digital Archive*, *American Periodicals Series Online*, *Early American Imprints*, etc.
  - items found through the free web (optional) provided that you have the right to republish them.
- incorporate and respond critically to at least three (but probably more) peer-reviewed, scholarly articles and/or books, which should reflect the current state of scholarly thinking on your topic.
- follow copyright and fair use laws.
- document and cite all sources completely and responsibly.
- be carefully edited, polished, and free of typos.

Beyond that, however, you will be directly involved in developing the rubric. As a class, we will analyze some sample exhibitions, talk about what makes them successful, and then work together to create a set of expectations and decide on the relative weights of different areas.