

CER Technology Fellowship Program –2008

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Project Title: Digital Map of Gender-Determined Spaces in 16th Century London

Audience: Initially the audience will be the students in the "Reading Judith Shakespeare" course taught on regular rotation in the Humanities Center, starting with the course offered in the fall of 2008. On a longer term basis, the Map will have relevance for students in other courses dealing with the same time period or for faculty at Johns Hopkins teaching similar material.

Pedagogical Issue: Students taking the course must assemble biographical details for a fictional sister of William Shakespeare, identifying the various resources she would need if -- as her brother did -- she came to London to become a writer. Since the class requires that students gather data about all aspects of daily life in London at the time -- in addition to the literary aspects of their research -- much work is repeated each time the course is taught.

Solution: Using the Interactive MapTool (developed by the CER) will allow for the development of specific content within an existing application. This promises to be a more interactive and available source of immediate feedback for students on the rewards of collaborative study. The open-ended format will allow continuing contributions by future students.

Technologies Used: Interactive MapTool

Project Abstract: The project to create a Digital map of gender-determined spaces in 16th century London is designed for the "Reading Judith Shakespeare" course (taught on regular rotation in the Humanities Center). Students in this course assemble biographical details for a fictional sister of William Shakespeare, identifying the various resources she would need if—as her brother did—she came to London to become a writer (cf. Virginia Woolf, *A Room of One's Own*, 1928). Since all details other than the "Judith" character must be historically accurate, the proposed digital map will serve two pedagogical ends: (1) to shed light on the public spaces of London through which "Judith" would need to navigate; and (2) to identify and articulate the "domestic interiors" of London homes and country estates of families who privileged women's education (Cokes, Cecils, Sidneys, Herberts, etc.), families in which "Judith"—as a woman—must find mentoring if she is to have any hope of success.

Using a CER-developed mapping technology, we have identified a map of the historic counties of Great Britain in which to nest our proposed digital map of London. By using this tool to create both a permanent visual record and an archiving resource for student research, we expect to achieve a substantive advance in the quality of undergraduate research in this course.

This open-ended project should produce a pedagogically sophisticated application of the mapping tool, useful in its first semester of application (Fall 2008) and available for continued use by students in the future. Gaining access to an increasingly detailed and visually rich depiction of London's public and

private spaces, students will benefit from this ongoing blend of scholarly collaboration enhanced by technical support.