

2014 UNIVERSITY OF COLORADO-COURSERA MOOC REVISED PROPOSAL



Course 1: Opening on or before June 1, 2014

Introduction to Citizen Scholarship and the Revealing Cooperation and Conflict Project: A Transcription Effort for Plasencia, Spain (circa 1390-1450)

Course 2: Opening on or before August 1, 2014

Advanced Citizen Scholarship and the Revealing Cooperation and Conflict Project: A Transcription Effort for Plasencia, Spain (circa 1390-1450)

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*Note: This proposal prepared with the gracious and thoughtful assistance of
Dr. Deborah Keyek-Franssen (CU System).*

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COURSE INFORMATION

Overview

The *Revealing Cooperation and Conflict Project*, a scholarly collaboration of ten universities in the United States and Europe, is a research endeavor designed to explore and understand the nature of co-existence among Jews, Christians, and Muslims in medieval Spain (See the attached *National Endowment for the Humanities* proposal for more information). A fundamental component of our work is the integration of citizen scholars into our research efforts. To this end, the project will utilize two Spanish-English bilingual *Massive Open Online Courses (MOOCs)* to educate the public about medieval interreligious co-existence, to train *MOOC* students to read and transcribe medieval manuscripts, and to engage these citizen scholars in the actual transcription of manuscripts so that historical data can be provided to our scholarly team.

After an extensive development period that commenced in March 2013, and based on useful feedback from the *University of Colorado* (provided during November 2013), we have designed two *MOOCs*.

The first *MOOC*, opening on or before June 1, 2014, is titled, “*Introduction to Citizen Scholarship and the Revealing Cooperation and Conflict Project: A Transcription Effort for Plasencia, Spain (circa 1390-1450)*.” This introductory 10-week *MOOC* will familiarize students with the history, sources, and processes of transcription. It is designed to attract a large number of students (2,500+) who have an initial interest in this dynamic history and valuable research project. Successful course participants will be directed to a second *MOOC* offering or an online *UCCS Humanities* course (paid, for university credit).

The second *MOOC*, opening on or before September 1, 2014, is titled, “*Advanced Citizen Scholarship and the Revealing Cooperation and Conflict Project: A Transcription Effort for Plasencia, Spain (circa 1390-1450)*.” This advanced 8-week *MOOC* will present more detailed readings on co-existence and more challenging manuscripts for transcription. It is designed to attract a modest number of students (500+) who wish to graduate into the role of trusted and valued citizen scholars who may participate in the larger research endeavor. Simultaneously, we will be developing an online *UCCS Humanities* course (paid, for university credit) that mirrors and extends the advanced *MOOC*. It is our hope to open this online course for the spring 2015 semester.

See *Appendix 1: Revised Development Timetable* for a schedule of delivery of course content. See *Appendix 3*, which details a supplemental request for \$4,970 in development funds from the CU-System. Lastly, we would like to thank *UCCS* Provost Mary Coussons-Read for her unwavering commitment, personal encouragement, and financial support.

1. *Course titles:*

MOOC Course #1

Introduction to Citizen Scholarship and the Revealing Cooperation and Conflict Project: A Transcription Effort for Plasencia, Spain (circa 1390-1450).

MOOC Course #2

Advanced Citizen Scholarship and the Revealing Cooperation and Conflict Project: A Transcription Effort for Plasencia, Spain (circa 1390-1450).

2. *Short course description (150-200 words):*

MOOC Course #1

In this course students will explore the history of Jews, Christians, and Muslims in late medieval, fifteenth century Spain. Serving as citizen-scholars, students will learn about the positive and negative elements of inter-religious co-existence in Plasencia, Spain, and more importantly, contribute to an international scholarly effort known as the *Revealing Cooperation and Conflict* project. Students will make a substantial contribution to our endeavor to create a visually-compelling and historically-lush digital world known as *Virtual Plasencia* as they: (1) study the history of medieval Spain, (2) explore the world of medieval manuscripts and texts, (3) learn to read historical documents, and (4) transcribe and evaluate these documents. In subsequent MOOCs and online courses offered via UCCS, students will have the opportunity to graduate into the role of trusted citizen-scholars and join our virtual, international research team. Together, we will harness this interpretative work to inform better relations in our modern, global community of many peoples and faiths.

A sample lecture is posted at: <http://youtu.be/f1TKogsOkso>

MOOC Course #2

In this course, prior students of the *Revealing Cooperation and Conflict* project course (see above) will explore the history of Jews, Christians, and Muslims in late medieval, fifteenth century Spain. Now, full-fledged citizen-scholars, students will study specific instances of inter-religious co-existence in Plasencia, Spain, and more importantly, work with technically challenging 15th century manuscripts that contain never before transcribed medieval writings. Students will make a substantial contribution to our endeavor to create a visually-compelling and historically-lush digital world known as *Virtual Plasencia* as

they: (1) study the history of medieval Spain, (2) explore the world of medieval manuscripts and texts, (3) learn to read historical documents, and (4) transcribe and evaluate these documents. With the completion of this MOOC, students have the opportunity to join our virtual, international research team. Together, we will harness this interpretative work to inform better relations in our modern, global community of many peoples and faiths.

Note to CU Colleagues: For your information, please see the attached, extended description of the Revealing Cooperation project. The project is just now forming and we are submitting grant applications to the National Endowment for the Humanities and other institutions. However, regardless of external funding, this endeavor has launched and will be implemented.

3. Instructor and co-instructor contact information:

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Professor Martinez's Biography:



@ El Archivo Municipal de Bejar (Spain)

Fundamentally, I am concerned about and fixated on human interrelations — especially during the Spanish Middle Ages. From the eighth through fifteenth centuries, Jews, Christians, and Muslims co-existed on the Iberian Peninsula and formed one of most dynamic civilizations in world history. Their coexistence was tenuous, challenging, and intimate. Blood and family relations were both commingled and jealously kept apart. Conflict, collaboration, and accommodation created new and unexpected political and economic alliances. Shared life on the peninsula generated the conditions for new forms of identity to come to life — in essence — hybridized, fractured identities that often borrowed and blended aspects of multiple faiths, values, and families.

My own extensive research in cathedral, municipal, and national archives has led me to conclude that Jewish, Christian, and Muslim relationships were far more integrated—both positively and negatively—than contemporary scholars and the public realize. To investigate these issues, I blend the traditional approach of the historian (painstaking research and interpretation of medieval manuscripts) with new digital technologies (crowdsourced analysis by citizen scholars and applied geovisualization). Thus, as a digital humanist my purpose is to share this inter-cultural history with others, via traditional and novel mediums, so that we might learn and appreciate how 21st century human interrelations have been molded by the past.

Since fall 2010, I have served as an Assistant Professor of History at the [University of Colorado at Colorado Springs](#). From fall 2008 – spring 2010, I served as the Burton Postdoctoral Fellow at [St. Joseph's University](#) (Philadelphia, Pennsylvania) and earned my Ph.D. in May 2008 from the Department of History at the [University of Texas at Austin](#). I specialize in the study of inter-cultural relations and how group and individual identities hybridize. In particular, I am a scholar of medieval and early modern Spain, religious

minorities and religious converts in Spain (in particular, Jews and conversos), and Spanish trans-Atlantic migration to Mexico and Bolivia.

Relying on my specialized training in Spanish paleography and Spanish and Portuguese language expertise, I have conducted research in approximately 40 local, ecclesiastical, provincial, and national archives in Spain, Mexico, Bolivia, and the United States for my dissertation and current book project. My forthcoming text, *Blood, Faith, and Fate: Jews, Conversos, and Old Christian in Early Modern Spain and Colonial Spanish America*, is under contract with a university press. I have published in the peer-reviewed *Journal of Spanish, Portuguese, and Italian Crypto-Jews* and reviewed books for *The Sixteenth Century Journal* and *The Americas*. I am the fortunate recipient of several research fellowships and awards, including ones provided by the *Mellon Foundation*, the *Council for European Studies*, *Spanish Ministry of Culture's Program for Cultural Cooperation*, the *International Institute for Jewish Genealogy (IIJG)* and *Paul Jacobi Center at the National Library of Israel*, and *UCLA's Maurice Amado Program in Sephardic Studies and Center for Jewish Studies*.

Prior to returning to the university, I worked for eight years in the public sector, including research and consulting positions at the [Institute for the Future](#), the *Texas Legislature*, and *MGT of America*. Lastly, I hold a Bachelor of Arts in the Humanities from the *University of Texas at Austin* and a Master of Public Policy from the *University of California at Berkeley*. I am a native of San Antonio, Texas, and have resided in South America, Spain, and both the west and east coasts of the United States.

4. Length of course:

MOOC Course #1

This course involves ten classes – one per week. There are nine (9) instruction sessions and a course conclusion lecture. Thus, the course is 2.5 months long .

MOOC Course #2

This course involves eight classes – one per week. There are seven (7) instruction sessions and a course conclusion lecture. Thus, the course is approximately 2 months months long.

5. *Proposed course start date:*

MOOC Course #1

The course will open on or before June 1, 2014. The first two weeks of course material will be delivered to *Coursera* no later than April 1, 2014 (or two months in advance).

MOOC Course #2

The course will open on or before September 1, 2014. The first two weeks of course material will be delivered to *Coursera* no later than July 1, 2014 (or two months in advance).

Please also see the attached course development schedule.

6. *Expected hours per week of commitment for students (including viewing videos, accessing other course content, engaging online, assessments, activities, etc.)*

MOOC Course #1 and MOOC Course #2

Students are expected to dedicate approximately two and a half (3.5) hours per week to this course. *The primary tasks each week include:*

- Students viewing of one video lectures of approximately five to 10 minutes (5-15) in length each = 15 minutes total.
- Students reading approximately 10-15 pages of online course content (selections from Dr. Martinez's texts as well as out-of-copyright books and primary sources) = 1.5 hours
- Students performing a course assignment = 1 hour
 - Either completing a machine-grade and peer-evaluated knowledge or skill assessment
 - Or reviewing and transcribing Spanish primary texts
- Students assessing each others' work (peer review) using a transcription rubric = 15 minutes
- Students reviewing their own transcription work = 15 minutes
- Students participating in a problem-solving, advice discussion board relating to transcribing documents. = 15 minutes
- Total time per week: Approximately 3.5 hours.

MOOC Course #1 and MOOC Course #2

Below is the proposed course schedule.

- Part 1: Historical Introduction (Weeks 1-4)
 - Class 1: What is the *RCC* Project? and an Overview of the European Middle Ages and Spain's Peculiar History
 - Class 2: Exploring the Spanish Middle Ages and Spain's Jewish, Christian, and Islamic Communities
 - Class 3: Medieval Spanish Sources: Chronicles, Royal and Church Records, and Personal Documents and Key Historical Concepts – Political and Religious Authority, Types of Networks, and Religious and Cultural Norms
 - Class 4: The Medieval World of Plasencia, Spain, and Exploring the *Cathedral of Plasencia's Capitulary Acts, Book 1*
- Part 2: Methods and Tools (Weeks 5-6)
 - Class 5: Introduction to Medieval Spanish Handwriting (Paleography)
 - Class 6: Continued- Introduction to Medieval Spanish Handwriting
- Part 3: Citizen Scholars at Work – Interpreting Manuscripts (Weeks 7-10)
 - Class 7: Transcription & Interpretation Project 1 from the *Capitulary Acts*
 - Note: Completion earns the *Prebendary Paleography Badge*
 - Class 8: Transcription & Interpretation Project 2 from the *Capitulary Acts*
 - Note: Completion earns the *Rationer Paleography Badge*
 - Class 9: Transcription & Interpretation Project 3 from the *Capitulary Acts*
 - Note: Completion earns the *Dean Paleography Badge*
 - Class 10: Course Conclusion

MOOC Course #2

- Part 1: Historical Introduction and Review (Weeks 1-2)
 - Class 1: What is the *RCC* Project? and an Overview of the European Middle Ages and Spain's Peculiar History
 - Class 2: Review of Medieval Spanish History and The Medieval World of Plasencia, Spain, and Exploring the *Cathedral of Plasencia's Capitulary Acts, Book 1*
- Part 2: Advanced Methods and Tools (Weeks 3-4)
 - Class 3: Introduction to Advanced Medieval Spanish Handwriting (Paleography).
 - Class 4: Continued-Introduction to Advanced Medieval Spanish Handwriting
- Part 3: Citizen Scholars at Work – Interpreting Manuscripts (Weeks 5-8)
 - Class 5: Transcription & Interpretation Project 1 from the *Capitulary Acts*
 - Class 6: Transcription & Interpretation Project 2 from the *Capitulary Acts*
 - Note: Completion earns the *Archdeacon Paleography Badge*

- Class 7: Transcription & Interpretation Project 3 from the *Capitulary Acts*
 - Note: Completion earns the *Vicar Paleography Badge*
- Class 8: Course Conclusion

7. *Course objectives and student outcomes (should provide direction for the course, be written from the student's perspective, and be both measurable and achievable)*

MOOC Course #1

Students who successfully complete this course will have learned how to:

- Participate as a citizen scholar in a large research project.
- Discuss the intercultural relations of Jews, Christians, and Muslims during the European and Spanish Middle Ages.
- Identify the types of primary sources (original and transcribed medieval manuscripts) that historians utilize to reconstruct the past.
- Apply paleographic methods to transcribe manuscripts related to the research period.
- **Interpret, at an introductory level to 19th century transcriptions of cathedral records.**
- Perform primary research and analysis of cathedral records.

MOOC Course #2

Students who successfully complete this course will have learned how to:

- Participate as a citizen scholar in a large research project.
- Discuss the intercultural relations of Jews, Christians, and Muslims during the European and Spanish Middle Ages.
- Identify the types of primary sources (original and transcribed medieval manuscripts) that historians utilize to reconstruct the past.
- Apply paleographic methods to transcribe manuscripts related to the research period.
- **Interpret, at an advanced level to 15th century transcriptions of cathedral records.**
- Perform primary research and analysis of cathedral records.

8. Longer course description (500-1000 words)

At this time, Dr. Martinez is only providing the long course description for MOOC Course #1.

MOOC Course #1

Introduction to Citizen Scholarship and the Revealing Cooperation and Conflict Project: A Transcription Effort for Plasencia, Spain (circa 1390-1450)

Challenging Assumptions

Our modern, global world is often presented as an unprecedented era of exceptional religious, political, and cultural enlightenment. Certainly we continue to experience tumultuous events and problematic relations, but many of us believe our world exists as at the linear end of human progress. This course is about doubt, questioning, and complications. It opens with the proposition that our present-day world is neither exceptional nor special, but rather is the beneficiary and the slave of history.

About this Course: The Challenges of Co-Existence

Serving as citizen-scholars, students will learn about the positive and negative elements of inter-religious co-existence in Plasencia, Spain, and more importantly, contribute to an international scholarly effort known as the *Revealing Cooperation and Conflict* project. (Read more below.)

Together, we turn to a historical era that stumbled through the challenges of cultural and religious intermixing and co-existence. From the saved memories of Catholic churchmen, Jewish noble and merchant families, as well as medieval lords and knight clans, students will study and contribute to an effort to revive long lost interactive and cooperative networks of people and places in Plasencia and Spain.

For example, students will evaluate the Spanish anti-Jewish *pogroms* of 1391 that led to large scale Jewish conversion to Christianity (forced and voluntary). By documenting such incidents and the interaction of noteworthy families, religious organizations, political networks, and economic partnerships, we will reconstruct the quintessential cultural dynamics that underlay the foundation of the Castilian world and its impact on Europe.

Within the documents that students transcribe, we will encounter historical persons Zanfines Capa, the Jewish chainmail maker, who was a close associate of the Carvajal family of knights. In this specific case, the Catholic Carvajal clan and their compatriots in the cathedral, the Santa Maria clan (formerly the Jewish Ha-Levis), leased church-owned

properties to Jewish families (like the Capa) at the expense of their political competitors, the Catholic Estuñiga family (the Counts of Plasencia and Bejar). In this event, competing and overlapping political and religious jurisdictions are revealed as well as vibrant Catholic-Jewish alliances that sought to expel interloping secular lords.

In sum, we will evaluate the lives of Jews, Christians, and Muslims, in a vibrant fifteenth century Spanish community on the edge of incredible events – the consolidation of Spain under Queen Isabel and King Ferdinand, the encounter with the New World, and the defeat of the Islamic Kingdom of Granada Spain and the expulsion of the Jews from Iberia.

The Course Work

In this specific course, students will: (1) study the history of medieval Spain, (2) explore the world of medieval manuscripts and texts, (3) learn to read historical documents, and (4) transcribe and evaluate these documents. (For more information, please see the class schedule that was previously presented in this proposal.)

The primary source that students will be transcribing in this course is *Book One (1399-1453)* of the *Capitulary Acts of the Cathedral of Plasencia*, which is a census-like accounting document details the activities and business transactions of the cathedral. Most students will work with the 19th century transcription of the original 15th century text. Students that wish to challenge themselves will be granted the opportunity to work with the original fifteenth century text.

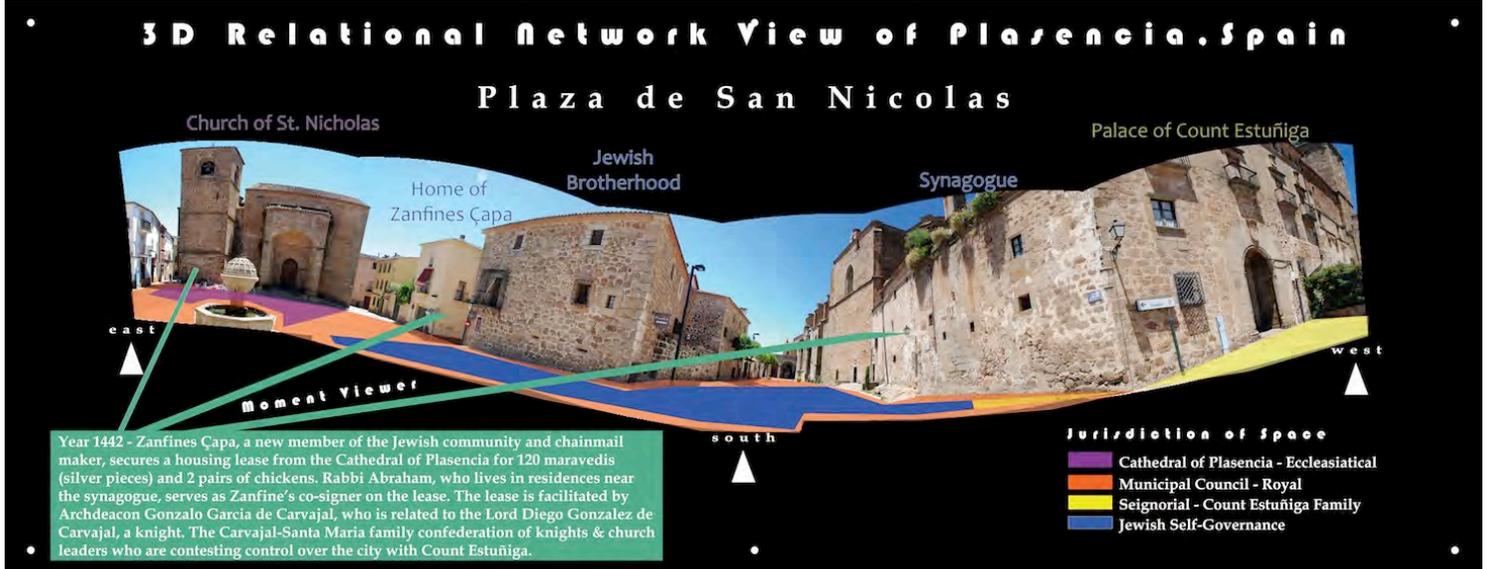
19th Century Transcription of Book One of the Capitulary Acts



How this Course Contributes to a Broader Project

This MOOC contributes transcriptions and analysis to the broader *Revealing Cooperation and Conflict Project*. This project seeks to invigorate the humanities and public's imagination by creating a visually-compelling, data-robust, and historically-lush digital world known as *Virtual Plasencia*. Our endeavor will generate a 3D walk-through model of a key portion of the walled city of fifteenth century Plasencia (Spain) that reveals Jewish, Christian, and Muslim interrelations. We aim to recreate the cooperative and challenging processes that emerged during this era of intercultural integration and violence in Spain and Europe. A key innovation of the project is the incorporation of citizen-scholars into the international scholarly team.

Prototype View of Virtual Plasencia



To understand how this local Plasencian history is connected to the broader European environment, the project will model two interconnected geographic scales--one micro and the other macro. The micro scale, which makes up the bulk of our work, will center on the city of Plasencia while the macro scale will expand beyond the city to the Iberian Peninsula and the European continent. For the micro, a detailed 3D model of Plasencia will provide a spatial context for the networks of power, faith, and kin. For this discrete project, we will model 30 percent of the city that includes portions of the Jewish quarter, the ecclesiastical zone nearest the cathedral, and a central neighborhood composed of noble families.

By actively navigating the virtual world, users will experience local networks (e.g., religious, family, etc.) and perceive how these relationships developed and changed over time. Switching back to the macroscale, users will be able to view changes within Spain and Europe as well as examine the ramifications of larger kingdom events (e.g., pogroms or expulsions). The strength of the project lies in the seamless interaction between the local 3D model of Plasencia and a set of highly interactive visualizations that bridge the micro affairs to key historical events. At the core of the project lies an innovative geodatabase that links social, economic, and demographic data with 3D models and geographic information.

The project's implementation will involve four key innovations. These innovations will be simultaneously developed and sustained. They include: (1) modeling Plasencia on the micro-level, (2) bridging Plasencia and its socio-economic influence to Spain and Europe, (3) transcribing of unpublished manuscripts to collect data to populate our virtual world, and (4) integrating historical and geovisual databases.

In subsequent MOOCs and online courses offered via UCCS, students will have the opportunity to graduate into the role of trusted citizen-scholars and join our virtual, international research team. Citizen-scholars will be a vital member of our transcription team as they will help us re-animate of this world. Together, we will harness this interpretative work to inform better relations in our modern, global community of many peoples and faiths. Let's begin this journey – as colleagues – today.

MOOC Course #2

This description will be provided at a later date, however, it is very similar to the short description. The primary distinction between the two courses is that MOOC Course #1 is introductory and MOOC Course #2 is advanced.

9. Description of video content, including statement about new or repurposed video

MOOC Course #1

This course will incorporate approximately 95 percent new video content prepared by Dr. Martinez. At most, 5 percent of the video content will be open-access content (no copyrights in place or free content). The content includes:

- Video lectures with integrated digital slides prepared by Dr. Martinez (using *Camtasia*, *Apple iMovie*, and *Apple Keynote*)
- *Apple iMovies* with original video footage and original photography prepared by Dr. Martinez. This footage and photography has already been collected in Madrid, Spain, and Plasencia, Spain. This includes:
 - A November 2013 lecture record at the *Casa Sepharad Israel* (Madrid, Spain). This includes an interview with Ms. Sonia Sanchez, a cultural official, and Professor Francisco Garcia Serrano.
 - A November 2013 lecture recorded at the Plaza Mayor of Madrid (Madrid, Spain).
 - A November 2013 lecture recorded at the Plaza Mayor of Plasencia (Plasencia, Spain).
 - A November 2013 lecture recorded at the Plaza de San Nicolas of Plasencia (Plasencia, Spain).
 - A November 2013 lecture recorded at the Cathedral of Plasencia (Plasencia, Spain).
 - A November 2013 lecture recorded at the *Centro Cultural Plasencia* (Plasencia, Spain). This includes an interview with Ms. Esther Sanchez Calle, an archivist for the Ayuntamiento of Plasencia.
 - A November 2013 lecture recorded at Hervas, Spain. This includes an interview with Mr. Marciano Martin Manual, a historian who studies Sephardic Jews.

- Music and audio clips – Dr. Martinez will need to investigate copyright issues relating to using commercial music that he owns.
- *See attached sample paleography lessons that will be used in the course.*

MOOC Course #2

- This follow-up course will use some of the same materials discussed above.

<h3>10. Description of additional content (readings, etc.)</h3>

MOOC Course #1

The readings for the course include:

- A substantial amount of the content for this course is directly derived from Dr. Martinez’s doctoral dissertation and recently published articles. To this end, he will utilize modified selections from the 350+ page dissertation and articles for class readings.
 - Martinez, Roger Louis (2012). “Trans-Atlantic ‘Hebrew’ and Converso Networks: Conquistadors, Churchmen, and Crypto Jews in the Spanish Extremadura and Colonial Spanish America.” *Journal of Spanish, Portuguese, and Italian Crypto-Jews*, Volume 4: 135-166.
 - Martinez, Roger Louis (2009). “Jews, Catholics, and Converts: Reassessing the Resilience of Convivencia in Fifteenth Century Plasencia, Spain.” *Journal of Spanish, Portuguese, and Italian Crypto-Jews*, Volume 1, Spring 2009: 95-119.
 - Martinez, Roger Louis (2008). *From Sword to Seal: The Ascent of the Carvajal Family in Spain (1391-1516)*. Doctoral dissertation. UMI Number: 3324682.
- Open-access scholarly materials will be utilized from *Fordham University’s Internet Medieval Sourcebook*.
- Copyright-expired texts including a paleography manual.
 - Muñoz y Rivero, D. Jesus (1880). *Manual de Paleografía Diplomática Española de los Siglos XII al XVII*. Madrid: Imprenta de Moreno y Rojas.
- Dr. Martinez’s digital photographs of a 19th century transcription of the *Capitulary Acts of the Cathedral of Plasencia* will also be used in the course. Dr. Martinez met on November 22, 2013, with Vicar General Francisco Rico Bayo of the Cathedral of Plasencia (Spain) to formalize an agreement to utilize these photographs. However, Dr. Martinez and Professor Myers, a copyright specialist, have already made the determination that these primary sources can be used in the United States for educational purposes.

- Cathedral of Plasencia (1807). *Actas Capitulares.Tomo 1(1390-1453)*. Traslado.Unpublished mss.

MOOC Course #2

This course will use some of the same sources of information. The primary difference is the use of an older manuscript from Plasencia. Cathedral of Plasencia (1453). *Actas Capitulares. Tomo 1 (1390-1453)*. Unpublished mss.

<p>11. Description of use of software or online tools beyond the Coursera platform, including proposed integration with the Coursera platform</p>
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MOOC Courses #1 and #2

- No other software tools are contemplated at this time. The primary online tools to be utilized are hyperlinks to *Google Translate* and free online Spanish-English dictionaries.
- At the end of the course, student-generated transcriptions will be collected and exported to the broader project.

<p>12. Description of any use of badges or gaming</p>
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MOOC Course #1

- *Course Completion Badges* will be awarded for completing the MOOC's curriculum.
- The more intriguing and valuable badges will be awarded for paleographic experience. Stair-stepped *Paleographer Badges* will correspond to the hierarchical offices associated with the medieval governing body of the *Cathedral of Plasencia*, or the *Capitulary Chapter* of leaders.
 - *(Prebendary) Novice Paleographer* – completion of one transcription and one peer-evaluation.
 - *(Rationer) Intermediate Paleographer* – completion of three transcriptions and three peer-evaluations.
 - *(Deacon) Superior Paleographer* – completion of ten transcriptions and ten peer-evaluations. In addition, the student must secure at least two peer-evaluations from *Intermediate Paleographers* to certify their work.

MOOC Course #2

- The same badge system will be utilized, but more advanced badges will be offered. These are:

- *(Archdeacon) Advanced Paleographer* – completion of twenty transcriptions and twenty peer-evaluations. In addition, the student must secure at least two peer-evaluations from a *Superior Paleographers* to certify their work.
- *(Vicar) Expert Paleographer* – completion of fifty transcriptions and fifty peer-evaluations. In addition, the student must secure at least one peer-evaluation from an *Advanced Paleographer* to certify their work.

13. Description of assessments and activities, including machine-graded and peer-/self-graded assignments

MOOC Courses #1 and #2

- *Machine-Graded “Historical Knowledge” Quizzes* – These assessments will be used to verify students’ reading and retention of historical knowledge covered in Part 1 of the course.
- *Machine-Graded “Paleography Skill” Quizzes* – These assessments will be used to evaluate students’ ability to identify handwritten letters in 19th and 15th century manuscripts. These quizzes correspond to Part 2 of the course.
- *Peer-Evaluated Transcriptions Assignments* – These assessments will be used to evaluate students’ ability to transcribe 50-word sections of 19th and 15th century manuscripts. These assessments correspond to Part 3 of the course.

14. Articulation of grading policy and requirements for Coursera statement of accomplishment

Additional work is required on the design of the grading policy and the use of the badge system of rewards. However, the outlines of this policy and system are:

MOOC Course #1

In order for students to successfully complete this course, they will be evaluated utilizing the following grading standards:

- *Course Part One: Historical Introduction Quizzes (Due End of Weeks 2 and 4)*
 - Two quizzes total
 - Total points available for each quiz = 10 points (pts.)
 - Passing grade = 7 pts. or greater
 - Students will be allowed to re-take the machine-graded quizzes until they pass it so they can continue with the course.
 - 20 points available for all quizzes

- *Course Part Two: Concepts, Methods, and Tools Quiz (Due End of Weeks 5 and 6)*
 - Total points available for each quiz = 10 pts.
 - Passing grade = 7 pts. or greater
 - Students will be allowed to re-take the machine-graded quizzes until they pass it so they can continue with the course.
 - 20 points available for all quizzes

- *Course Part Three: Citizen Scholars at Work (Due End of Weeks 7, 8, and 9)*
 - *Note: More study of the exact peer-matching process needs to be studied. Coursera's functionality might not allow for peer evaluation as I have conceptualized. Alternatively, I think all students can serve as equal peer-evaluators provided they've passed the prior quizzes. Students must complete one transcription to complete the course and review a certificate. However, students can complete extra transcriptions for higher awards (badges)*
 - Total points available for all transcriptions = 200 pts.
 - Student completion of one transcription = 100 pts.
 - Peer-evaluator must award, utilizing a rubric, a grade of C or higher for 70 pts.
 - Peer-evaluator must award, utilizing a rubric, a grade of B or higher for 80 pts.
 - Peer-evaluator must award, utilizing a rubric, a grade of A or higher for 100 pts.

- Student completion of one peer-evaluation = 50 pts.
 - Student completion of one self-review of their peer evaluation = 50 pts.
- *Students may complete as many transcriptions and peer-evaluations as they wish so that they can earn higher badge levels.*
- *Final Course Grades (Badge Levels)*

As in a typical Coursera course, students need to accumulate a certain amount of points to earn a course completion certificate. A certificate is awarded for completing the amount of points for a *Novice Paleographer*. However, students can earn distinctions with higher point levels.

- *(Prebendary) Novice Paleographer – 1 transcription/peer-eval.*
 - 7 - 10 pts. – Quiz #1
 - 7 - 10 pts. – Quiz #2
 - 7 - 10 pts. – Quiz #3
 - 7 - 10 pts. – Quiz #4
 - 30 - 50 pts. – Transcription
 - 25 pts. – Peer-evaluation of one transcription
 - 25 pts. – Self-evaluation of one peer-evaluated transcription
 - Total point range to achieve badge = 108 -140 pts.
 -
- *(Rationer) Intermediate Paleographer – 3 transcriptions/peer-eval.*
 - 7 - 10 pts. – Quiz #1
 - 7 - 10 pts. – Quiz #2
 - 7 - 10 pts. – Quiz #3
 - 7 - 10 pts. – Quiz #4
 - 90 - 150 pts. – Transcriptions #1 (30-50 pts), #2 (30-50 pts), and #3 (30-50 pts)
 - 75 pts. – Peer-evaluation of three transcriptions (25 points per eval.)
 - 75 pts. – Self-evaluation of peer-evaluated transcriptions (25 points per eval.)
 - Total point range to achieve badge = 354 -440 pts.
- *(Deacon) Superior Paleographer – 6 transcriptions/peer-eval.*
 - 7 - 10 pts. – Quiz #1
 - 7 - 10 pts. – Quiz #2
 - 7 - 10 pts. – Quiz #3
 - 7 - 10 pts. – Quiz #4
 - 180 - 300 pts. – Transcriptions #1 (30-50 pts), #2 (30-50 pts), and #3 (30-50 pts), #4 (30-50 pts), #5 (30-50 pts), and #6 (30-50 pts)
 - 150 pts. – Peer-evaluation of six transcriptions (25 points per eval.)

- 150 pts. – Self-evaluation of peer-evaluated transcriptions (25 points per eval.)
- Total point range to achieve badge = 508 - 640 pts.

MOOC Course #2

This course will use the same badge system, but offer higher awards.

- (Archdeacon) *Advanced Paleographer* – 20 transcriptions/peer-eval.
- (Vicar) *Expert Paleographer* – 40 transcriptions/peer-eval.

INSTRUCTOR STATEMENTS

1. *Why do you want to teach this MOOC? What are your goals in teaching it?*

MOOC Courses #1 and #2

- Put simply, this *MOOC* is an extension of my research endeavor, the *Revealing Cooperation and Conflict Project*. It will advance my research agenda in terms of facilitating the transcription and analysis of medieval manuscripts. My goal in teaching this *MOOC* is rapidly collect and evaluate data from these manuscripts and to provide them to the external *Revealing Cooperation and Conflict Project*.
- Additionally, I am very interesting in engaging students and citizen-scholars in historic research relating to interreligious co-existence. Fundamentally, I believe that students who study this history will begin to appreciate the humanistic tradition.

2. *Why is this course especially well-suited to be taught as a MOOC?*

MOOC Courses #1 and #2

- The benefit of a *MOOC* is that it allows citizen-scholars, or *MOOC* students, to participate in a large-scale effort to transcribe medieval manuscripts. Transcribing medieval documents, and in this case 19th century documents, is a time intensive task. This prototype *MOOC* will serve as a proof-of-concept effort in that it will demonstrate that students can learn paleographical techniques and apply those to evaluating documents. As students progress through the course, they will be presented more difficult documents to interpret (15th century documents).

3. *How does this MOOC further departmental, school/college, and campus goals?*

MOOC Courses #1 and #2

- UCCS Chancellor Pam Shockley-Zalabak and Provost Coussons-Read have specifically identified MOOCs as an avenue for (1) raising the profile of UCCS as well as (2) demonstrating that UCCS can be a leader in innovative teaching technologies.

4. *How will you evaluate this MOOC for success?*

MOOC Course #1

- The MOOC will be evaluated utilizing these metrics:
 - *Metric #1 – Student’s willingness to enroll in the course.* Ideally, I believe an initially enrollment of 2,500 students would be exceptional since this is a highly specialized topic. Subsequent offerings of the same course could then be utilized to understand the long-term interest in the area of study.
 - *Metric #2 – Quality of student submissions of their first transcription.* For the course to be successful, of those students that submit one transcription for peer-evaluation, at least 25 percent of those should earn a passing grade (70 points or higher).
 - *Metric #3 – Quality of student submissions of all transcriptions over the length of the course.* Of those students that submit more than one transcription for peer-evaluation, it should be expected that their scores should improve over time.
 - *Metric #4 – Students’ willingness and desire to collect higher order badges.* This metric is focused on understanding how willing are students to self-pace and pursue higher-level distinctions.
 - *Metric #5 – Student knowledge and course quality survey upon completion of the course.* This survey will ask questions about how much students have learned, how valuable the skills learned will be to them in the future, how would they change the course to make it better.

MOOC Course #2

- The same metrics will be used for MOOC #2, except the enrollment will be targeted at 500 students.

5. *What is your experience with online teaching, and how does it lend itself to teaching a high-quality MOOC?*

MOOC Courses #1 and #2

- I believe that my introductory video lecture (included with this proposal) will speak to my ability to deliver high-quality, high-impact content.
- As a new professor to the *University of Colorado*, I have not had the opportunity to teach an online course at *UCCS*. However, as an early-adopter of Blackboard's many online tools (discussion boards, grading systems, online delivery of course materials), I am an advanced user of course management systems.
- Prior to teaching at *UCCS*, I delivered two courses at *St. Joseph's University* (Philadelphia) with weekly *Apple podcasts*. As such, I am familiar with the significant time commitment associated with producing weekly audio lectures.
- Additionally, I believe it is important to note that prior to earning my Ph.D. in History, I held high-responsibility management consulting positions and led product-development teams for almost ten years. Specifically, in 2000, I co-developed web-based voter registration systems for *Election.com* (acquired by *Accenture*) for the 50 states in the USA. This voter-registration system was deployed across fifty (50) partner websites and registered 700,000 voters in the contested 2000 U.S. Presidential Election. Thus, I am a seasoned software developer with strong attention to user interfaces and the challenges of deploying new technologies.

6. Provide evidence of teaching excellence.

In addition to my 2013 nomination for the UCCS campus-wide teaching award, I consistently earn high marks in my FCQs. The chart below details my statistical performance in relationship to my departmental and college peers.

Faculty Course Questionnaire Results for Fall 2010 - Spring 2013

Course Number and Semester	Course Overall Rating (out of 6.0) (Average)			Instructor Overall Rating (out of 6.0) (Average)		
	My Rating	Dept.	College	My Rating	Dept.	College
HIST 1020 (fall 2010) – Medieval World	4.7	4.8	4.7	5.3	5.1	5.1
HIST 3000 (fall 2010) – Spain and North Africa	5.0	5.0	5.0	5.6	5.3	5.3
HIST 1030 (spring 2011) – Early Modern Europe	5.3	4.8	4.8	5.8	5.1	5.1
HIST 3000 (spring 2011) – Medieval Mediterranean	5.3	5.0	5.0	5.5	5.3	5.3
ID 1010 (fall 2011) – section “Driven” – Freshman Seminar	4.0	4.7	4.7	6.0	5.1	5.1
HIST 6110 (fall 2011) – section 1 – Graduate – Medieval European Readings	5.6	5.2	5.2	5.9	5.5	5.5
HIST 6110 (fall 2011) – section 2 – Graduate – Medieval European Readings	5.8	5.2	5.2	6.0	5.5	5.5
HIST 1020 (spring 2012) – The Medieval World	5.1	4.7	4.7	5.4	5.1	5.1
HIST 9400 (spring 2012) – an independent study course with 10 students	6.0	5.2	5.2	6.0	5.5	5.5
HIST 7110 (spring 2012) – section 1 – Graduate- Medieval European Research	5.5	5.2	5.2	5.9	5.5	5.5
HIST 7110 (spring 2012) – section 2 – Graduate- Medieval European Research	5.9	5.2	5.2	5.9	5.5	5.5
HIST 4150 (fall 2012) – Medieval Science & Technology	5.3	5.1	5.0	5.8	5.4	5.4
HIST 3480 (fall 2012) – Early Modern Europe	5.2	5.1	5.0	5.4	5.4	5.4
HIST 4160 (spring 2013) – Spain and North Africa	5.6	5.1	5.1	5.7	5.4	5.4
HIST 4990 (spring 2013) – Senior Thesis	4.4	5.1	5.1	5.9	5.4	5.4
HIST 9400 (spring 2013) – an independent study course with 3 students	6.0	5.3	5.3	6.0	5.5	5.5

Green highlighted boxes indicate the highest rating for the comparative period.

7. *Provide a sample video lecture.*

MOOC Courses #1 and #2

- See the included 17-minute video lecture that introduces students to the course. This particular video is focused on “readying” students to leave the 21st century so that they can study a different period and place – 15th century Plasencia, Spain.
- The video can be accessed at: <http://youtu.be/f1TKogsOkso>

DESCRIPTION OF LOCAL SUPPORT

1. *What compensation and/or release time will your campus provide to you?*

MOOC Courses #1 and #2

The *UCCS Office of the Provost* is providing \$5,300 in funds for the development and initial offering of this *MOOC*. *UCCS* is not providing any additional personal compensation or release time.

2. *What teaching assistant support will your campus provide to you?*

MOOC Courses #1 and #2

\$600 will be utilized to fund a part-time teaching assistant for spring 2013 and \$600 will be utilized to fund a part-time teaching assistant for summer 2014. Future *MOOC* offerings will require \$600 in funds for each time the course is offered.

3. *What instructional design and evaluation support does your campus provide?*

MOOC Courses #1 and #2

The *UCCS Faculty Resource Center (FRC)* provides *UCCS* faculty with the instructional resources and support to explore and implement innovative teaching practices. The Center provides consultation, programs, and training. The Center is a faculty-focused, collaborative endeavor to promote effective teaching, with special emphasis on technology-enhanced, hybrid, and online courses. The Center supports new ways of teaching and learning, including creative approaches to faculty-student engagement, course design and implementation, and the seamless integration of technology into the academic

environment. *In particular, I am working directly with Dr. Andrus in the FRC to develop my MOOC.*

4. *What video capture tools and spaces (e.g., recording studio) are available to you?*

MOOC Courses #1 and #2

I am utilizing *Camtasia 2*, which is a specialized software that supports screen and video capture with voice-over. Likewise, I am utilizing a comprehensive package of fully-licensed tools to develop course materials, which include: *Apple iMovie*, *Apple GarageBand*, *Adobe Creative Cloud*, and *Microsoft Office*. In addition, the *UCCS FRC* offers the use of its recording studio in Columbine Hall 203 equipped with microphones, cameras and recording software. Although the *UCCS FRC* offers access to a Mediasite Recorder that can record and upload the footage immediately to a streaming server, it is my intention to utilize Coursera for content storage and streaming server services.

5. *What video editing resources are provided by your campus?*

MOOC Courses #1 and #2

See prior response.

6. *What coding expertise is provided by your campus, e.g., for integrations with external tools?*

MOOC Courses #1 and #2

No integration with external tools is planned at this time.

7. *What staff are available for accessibility review of your course materials to ensure ADA compliance (the Coursera platform itself is already compliant; Coursera will caption videos)?*

MOOC Courses #1 and #2

It is my understanding the *UCCS FRC* can review course materials to ensure ADA compliance.

8. *What staff are available to assist you in securing open educational resources or in securing permissions to use copyrighted materials?*

MOOC Courses #1 and #2

Professor Carla Myers, who is *UCCS' Access Services Librarian and Campus Copyright Specialist*, is assisting with fair use and copyright support.

Appendix 1:
Revised Development Timetable

**APPENDIX 1:
REVISED DEVELOPMENT TIMETABLE FOR**

CU-COURSERA MOOC

***Introduction to Citizen Scholarship and the Revealing Cooperation and Conflict Project: A
Transcription Effort for Plasencia, Spain (circa 1390-1450)***

Course opening on June 1, 2014

(Note: The first two weeks of course materials will be ready two months in advance)

Course Section	Course Instruction Week	Delivery and Posting of Course Materials to Coursera		
		Deliver Video Lectures to Coursera for Closed Captioning	Post Video Lectures, Course Readings, and Assignments to Coursera Class Site	Post Machine-Graded Quizzes to Coursera Class Site
Part 1: Historical Introduction (Weeks 1-4)				
Class 1: What is the RCC Project? and an Overview of the European Middle Ages and Spain's Peculiar History	June 1, 2014	March 25, 2014	April 1, 2014	April 1, 2014
Class 2: Exploring the Spanish Middle Ages and Spain's Jewish, Christian, and Islamic Communities	June 8, 2014	March 25, 2014	April 1, 2014	April 1, 2014
Class 3: Medieval Spanish Sources and Key Historical Concepts	June 15, 2014	April 1, 2014	April 8, 2014	April 8, 2014
Class 4: The Medieval World of Plasencia, Spain, and Exploring the <i>Cathedral's Capitulary Acts, Book 1</i>	June 22, 2014	April 8, 2014	April 15, 2014	April 15, 2014
Part 2: Methods and Tools (Weeks 5-6)				
Class 5: Introduction to Medieval Spanish Handwriting (Paleography)	June 29, 2014	April 15, 2015	April 22, 2014	April 22, 2014
Class 6: Continued- Introduction to Medieval Spanish Handwriting	July 6, 2014	April 22, 2014	April 29, 2014	April 29, 2014
Part 3: Citizen Scholars at Work – Interpreting Manuscripts (Weeks 7-10)				
Class 7: Transcription & Interpretation Project 1 from the <i>Capitulary Acts</i>	July 13, 2014	April 29, 2014	May 6, 2014	May 6, 2014
Class 8: Transcription & Interpretation Project 2 from the <i>Capitulary Acts</i>	July 20, 2014	May 6, 2014	May 13, 2014	May 13, 2014
Class 9: Transcription & Interpretation Project 3 from the <i>Capitulary Acts</i>	July 27, 2014	May 13, 2014	May 20, 2014	May 20, 2014
Class 10: Course Conclusion	August 3, 2014	May 20, 2014	May 27, 2014	May 27, 2014

Appendix 2:

Sample Paleography Lessons

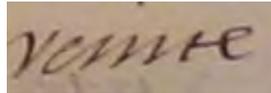
Exercises: Test your knowledge!

The following exercises are designed to help you test your ability to recognize the letters you studied in the alphabet derived from the 19th-century copy of the *Capitulary Acts* of the Cathedral of Plasencia. If you discover that you get a lot of them wrong, make sure you restudy the alphabet and understand why you answered incorrectly.

I. Matching. Match the transcribed words in the left-hand column with their corresponding handwritten words in the right-hand column.

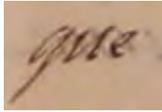
___ 1. pan

A.



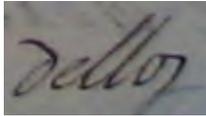
___ 2. mil

B.



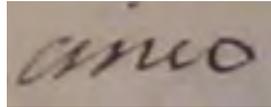
___ 3. libros

C.



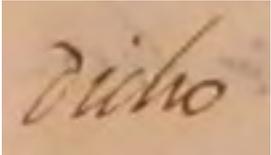
___ 4. veinte

D.



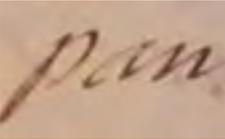
___ 5. dellos

E.



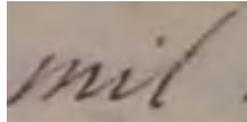
___ 6. cinco

F.



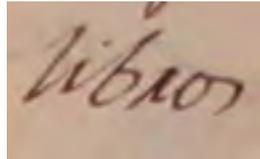
___ 7. dicho

G.

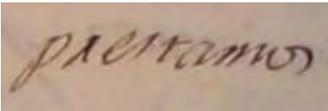


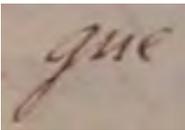
___ 8. que

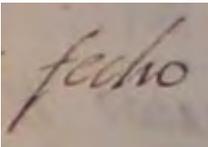
H.

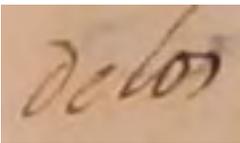


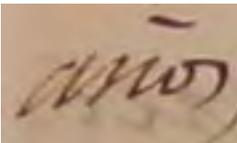
II. Transcription of words. Transcribe the words from the manuscript:

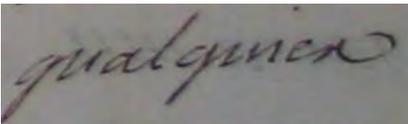
1. 

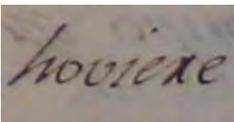
2. 

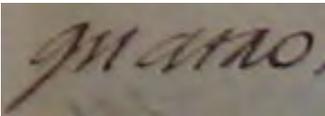
3. 

4. 

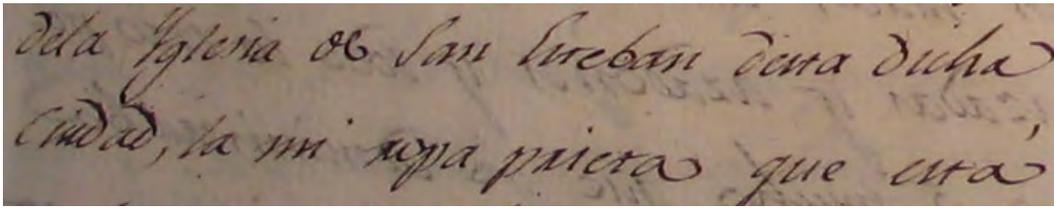
5. 

6. 

7. 

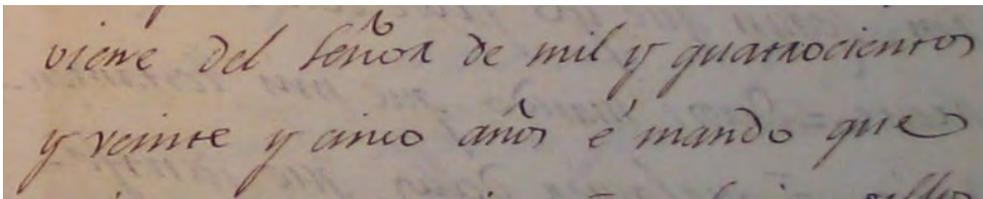
8. 

III. Partial transcription of text. Below you will see a snippet of text from the manuscript and an incomplete transcription below it. Fill in the blanks to complete the transcription.



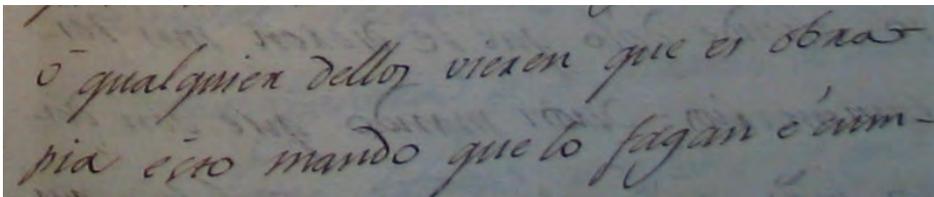
1.

...de la _____ de _____ Esteban desta _____ ciudad, la mi ropa prieta que está....



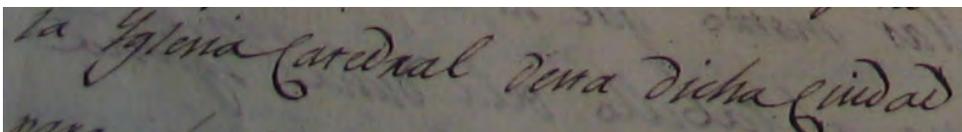
2.

... viene _____ Señor de mil y _____ y _____ y _____ años e mando _____...



3.

... o qualquier _____ vieren que _____ obra _____ esto _____ que lo _____ e cum-...



4.

... la Yglesia _____ desta _____.

Key for alphabet exercises:

I.

1. F
2. G
3. H
4. A
5. C
6. D
7. E
8. B

II.

1. prestamos
2. que
3. fecho
4. delos
5. años
6. qualquier
7. hoviere
8. quatro

III.

1. Yglesia, San, dicha
2. del, quatrocientos, veinte, cinco, que
3. dellos, es, pia, mando, fagan
4. Catedral, dicha, Ciudad

Introduction

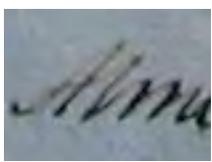
The 19th-century hand-copied manuscript of the *Capitulary Acts* of the Cathedral of Plasencia is a wonderful opportunity to begin learning how to read old, handwritten manuscripts. 19th-century handwritten Spanish letters are recognizable because their forms look very similar to modern, handwritten ones. In many cases a high proficiency in Spanish is not required to be able to transcribe these documents. All that is needed is an understanding of what the letters look like.

Fortunately for us, the 19th-century copy of this manuscript was written by a person with a very consistent hand. This will help you learn to read antique Spanish handwriting with more ease.

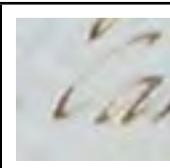
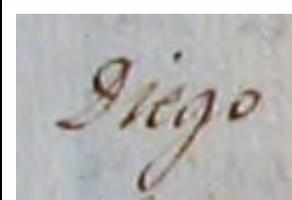
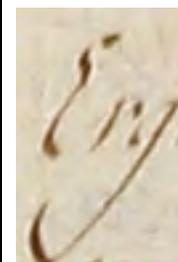
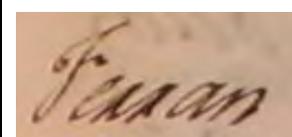
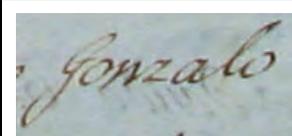
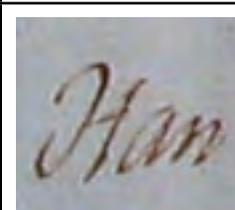
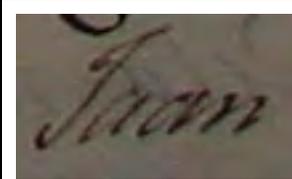
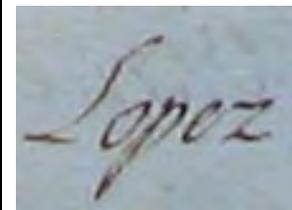
Handwriting varies from individual to individual. Every person writes according to a unique pattern within the rules of penmanship of his or her culture. Consequently, we can generate an alphabet based on a scribe's documents. The alphabet below will familiarize you with the letters as they appear in the *Capitulary Acts* that we are studying.

The Alphabet

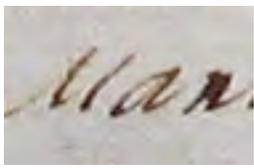
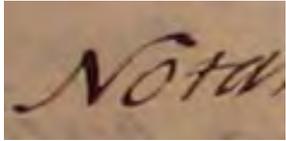
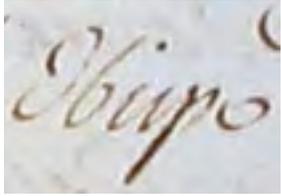
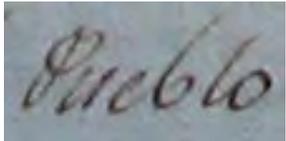
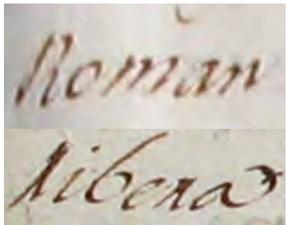
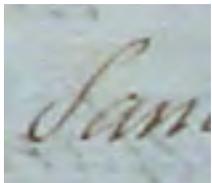
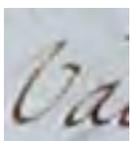
Study the alphabet below to familiarize yourself with the letters of the manuscript we'll be transcribing. In another handout you will do exercises to test your abilities and build your confidence. When deemed appropriate, the letters are pictured in the beginning or middle of entire words or syllables to help you recognize them. The letters "K", "k", "W", "w", "I", "Q", "U", and "Z" are not in the chart, either because they do not apply to this manuscript or because they are easily recognizable. In the rare cases that a letter's form varies slightly throughout the manuscript alternative examples are offered to help you.

A (pictured: "Alm")	
B (pictured: "B" and "Ben", respectively)	

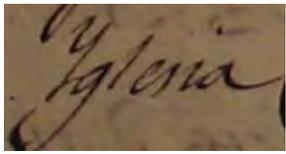
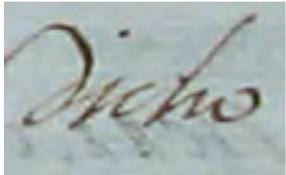
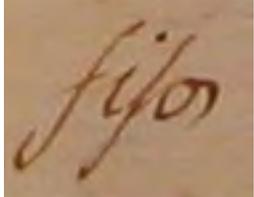
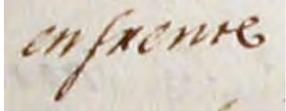
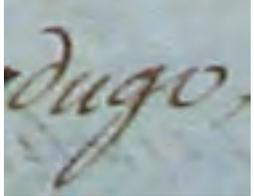
Alphabet for the 19th-century copy of the *Capitulary Acts*, Cathedral of Plasencia

C (pictured: "Ca")	
D (pictured: "Diego")	
E (pictured: "Erg")	
F (pictured: "Ferran")	
G (pictured: "Gonzalo")	
H (pictured: "Han")	
J (pictured: "Juan")	
L (pictured: "Lopez")	

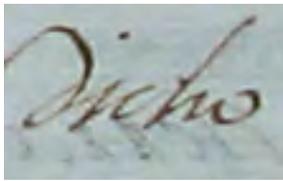
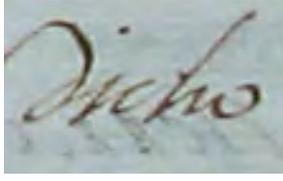
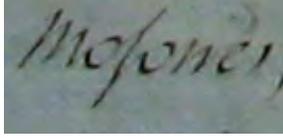
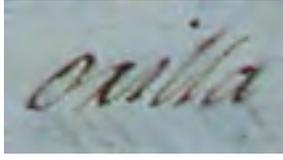
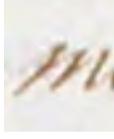
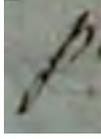
Alphabet for the 19th-century copy of the *Capitulary Acts*, Cathedral of Plasencia

M (pictured: "Mar")	
N (pictured: "Not")	
O (pictured: "Obispo")	
P (pictured: "Pueblo")	
R (pictured: "Roman" and "Ribera", respectively)	
S (pictured: "San")	
V (pictured: "Va")	
X	

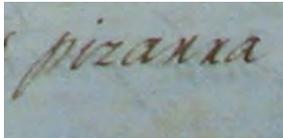
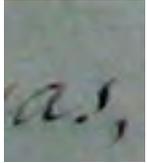
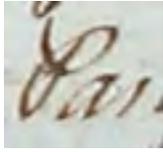
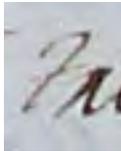
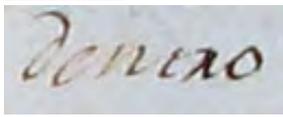
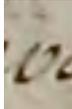
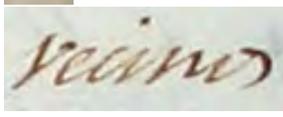
Alphabet for the 19th-century copy of the *Capitulary Acts*, Cathedral of Plasencia

Y (pictured: “Yglesia”)	
a	
b (pictured: “iba”)	
c (pictured: “dicho”)	
d	
e	
f (pictured: “fijos” and “enfrente”, respectively)	 
g (pictured: “dugo”)	

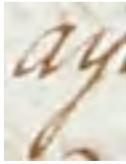
Alphabet for the 19th-century copy of the *Capitulary Acts*, Cathedral of Plasencia

h (pictured: "dicho")	
i (pictured: "dicho")	
j (pictured: "mojones")	
l (pictured: "orilla")	
m	
n	
ñ	
o (pictured: "dicho")	
p	

Alphabet for the 19th-century copy of the *Capitulary Acts*, Cathedral of Plasencia

q	
r (pictured: “pizarra”)	
s (pictured: “as” and “Pas” respectively)	 
t (pictured: “está”, “tr”, and “dentro”, respectively)	  
u (pictured: “ue”)	
v (pictured: “v” and “vecinos”, respectively)	 
x	

Alphabet for the 19th-century copy of the *Capitulary Acts*, Cathedral of Plasencia

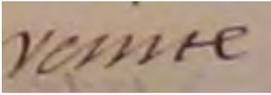
y (pictured: "ay")	
z	

Ejercicios: ¡Póngase a prueba!

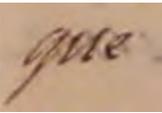
Los ejercicios que siguen son diseñados para ayudarle a probar su capacidad de reconocer las letras que estudió del alfabeto derivado del traslado de las *Actas capitulares* de la Catedral de Plasencia del siglo XIX. Si Ud. se da cuenta de que se equivoca mucho a la hora de completar estos ejercicios, asegúrese de que estudia el alfabeto de nuevo y entiende por qué contestó de forma equivocada.

I. Emparejados. Empareje las palabras transcritas de la columna a la derecha con sus palabras escritas a mano correspondientes de la columna de la izquierda.

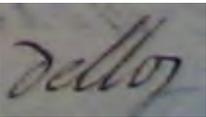
___ 1. pan

A. 

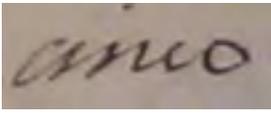
___ 2. mil

B. 

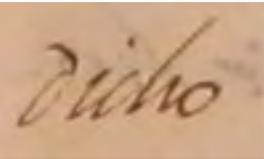
___ 3. libros

C. 

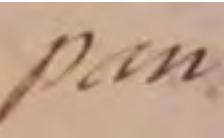
___ 4. veinte

D. 

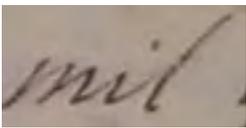
___ 5. dellos

E. 

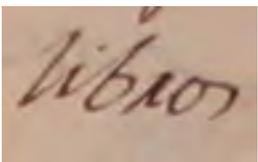
___ 6. cinco

F. 

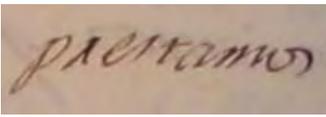
___ 7. dicho

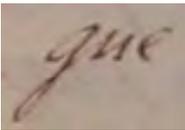
G. 

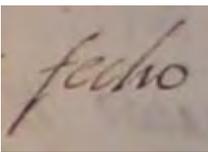
___ 8. que

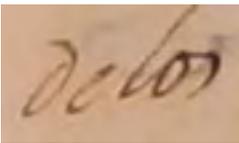
H. 

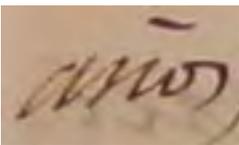
II. Transcripción de palabras. Transcriba las palabras del manuscrito:

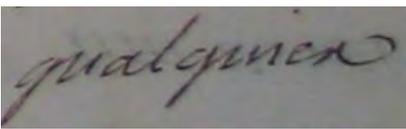
1. 

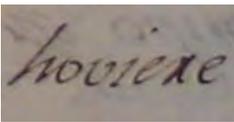
2. 

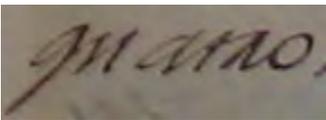
3. 

4. 

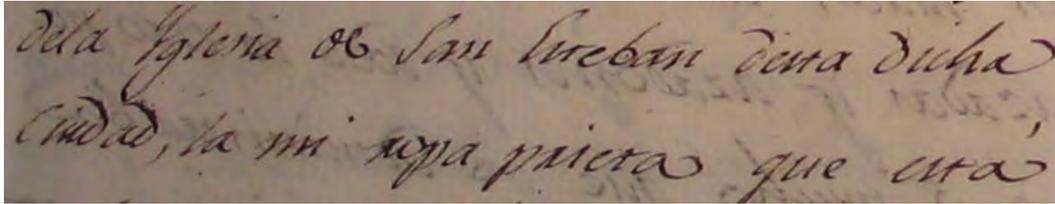
5. 

6. 

7. 

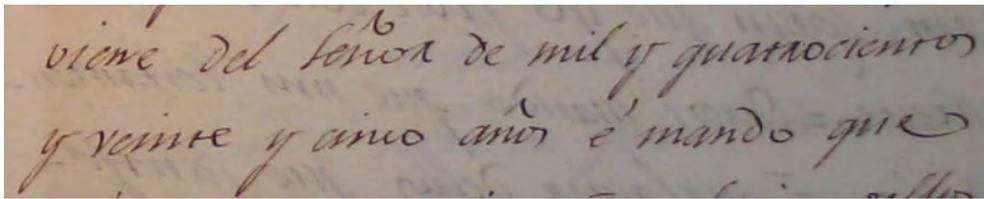
8. 

III. Transcripción parcial del texto. A continuación Ud. verá frases copiadas del manuscrito acompañadas por transcripciones incompletas. Llene los espacios en blanco para completar las transcripciones.



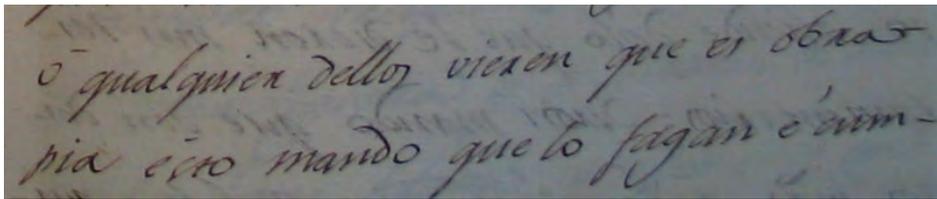
1.

...de la _____ de _____ Esteban desta _____ ciudad, la mi ropa prieta que está....



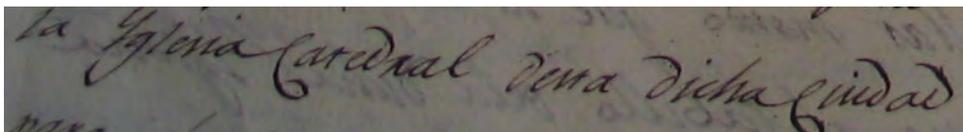
2.

... viene _____ Señor de mil y _____ y _____ y _____ años e mando _____...



3.

... o qualquier _____ vieren que _____ obra _____ esto _____ que lo _____ e cum-...



4.

... la Yglesia _____ desta _____.

Alfabeto para el traslado de las *Actas capitulares* de la Catedral de Plasencia del siglo XIX

Introducción

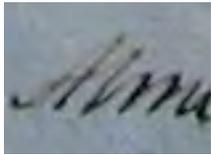
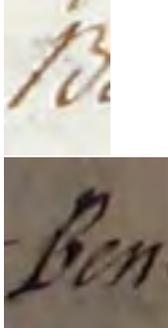
El traslado del manuscrito de las *Actas capitulares* de la Catedral de Plasencia del siglo XIX nos brinda una maravillosa oportunidad de comenzar a aprender a leer viejos manuscritos redactados a mano. Las letras de la España del siglo XIX se reconocen fácilmente porque sus formas se asemejan a las de nuestra edad contemporánea. En la mayoría de los casos ni siquiera se tiene que tener un alto nivel de español para poder transcribir estos documentos. Lo único necesario es una comprensión de cómo son las letras.

Afortunadamente para nosotros, la copia del siglo XIX de las *Actas capitulares* fue escrita por una persona que escribió con consistencia en cuanto a las formas de sus letras. Eso nos ayudará a leer las letras antiguas con mucha más facilidad.

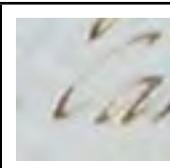
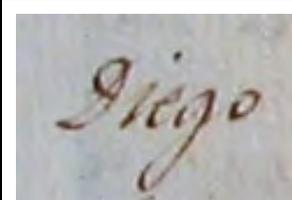
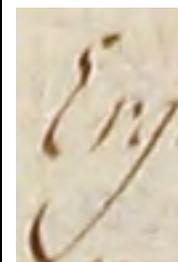
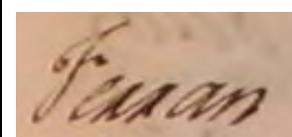
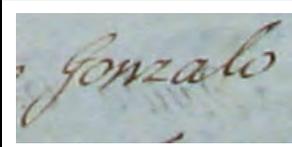
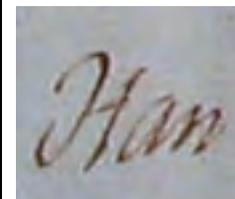
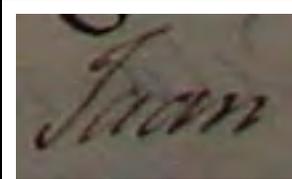
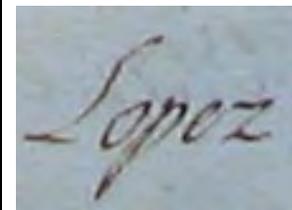
De individuo en individuo las letras varían. Cada persona escribe según un patrón único dentro de las normas ortográficas de su cultura. Entonces, podemos generar un alfabeto a base de los documentos del escribano. El alfabeto que se verá a continuación nos familiarizará con las letras tal y como aparecen en las *Actas capitulares* que estudiamos.

El alfabeto

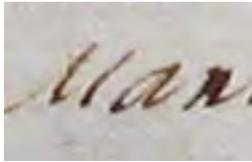
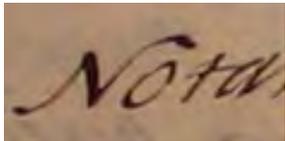
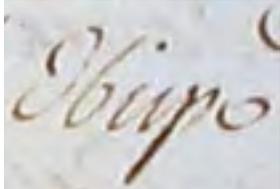
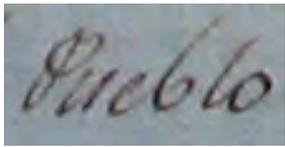
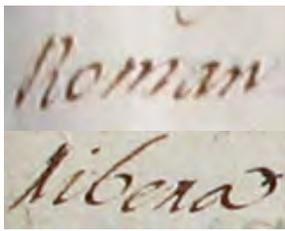
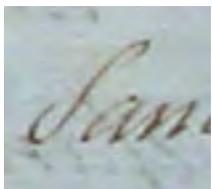
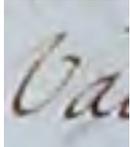
Estudie el alfabeto que aparece a continuación para familiarizarse con las letras del manuscrito que estudiamos. En otra hoja hay ejercicios que pondrán a prueba su capacidad de leer el manuscrito y le aumentará su confianza en si mismo. Siempre cuando es apropiado, las letras pueden aparecer en las fotos en medio o al principio de una palabra entera para ayudarle a reconocerlas. Las letras “K”, “k”, “W”, “w”, “I”, “Q”, “U”, y “Z” no aparecen en la tabla, bien porque no tienen nada que ver con el manuscrito en cuestión o bien porque se reconocen fácilmente y no hace falta estudiarlas. En las pocas ocasiones en que hay variación en las formas se ofrecen varios ejemplos de cómo pueden aparecer esas letras.

A (foto: “Alm”)	
B (foto: “B” y “Ben”, respectivamente)	

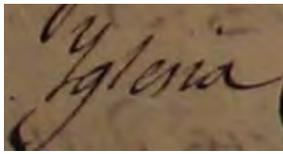
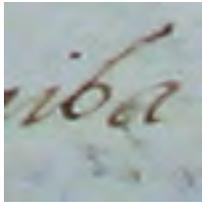
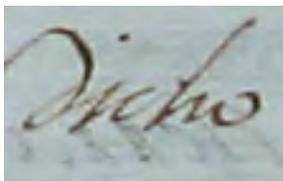
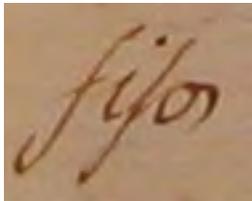
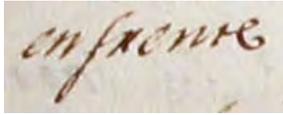
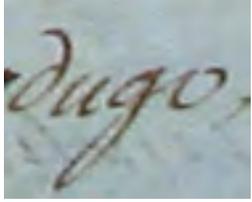
Alfabeto para el traslado de las *Actas capitulares* de la Catedral de Plasencia del siglo XIX

C (foto: "Ca")	
D (foto: "Diego")	
E (foto: "Erg")	
F (foto: "Ferran")	
G (foto: "Gonzalo")	
H (foto: "Han")	
J (foto: "Juan")	
L (foto: "Lopez")	

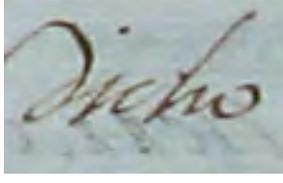
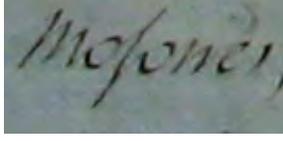
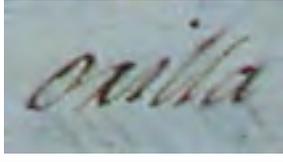
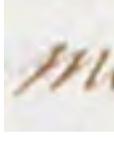
Alfabeto para el traslado de las *Actas capitulares* de la Catedral de Plasencia del siglo XIX

M (foto: "Mar")	
N (foto: "Not")	
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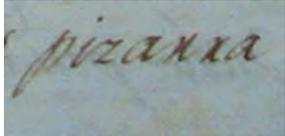
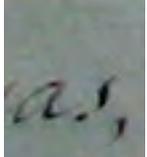
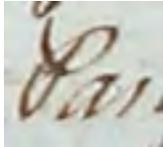
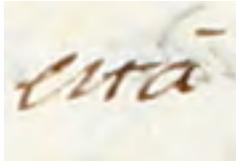
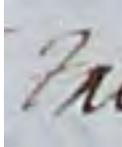
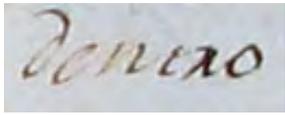
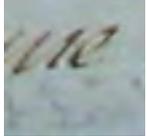
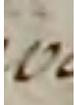
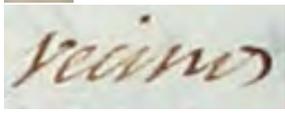
Alfabeto para el traslado de las *Actas capitulares* de la Catedral de Plasencia del siglo XIX

Y (foto: “Yglesia”)	
a	
b (foto: “iba”)	
c (foto: “dicho”)	
d	
e	
f (foto: “fijos” y “enfrente”, respectivamente)	 
g (foto: “dugo”)	

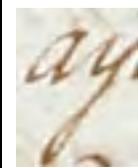
Alfabeto para el traslado de las *Actas capitulares* de la Catedral de Plasencia del siglo XIX

h (foto: "dicho")	
i (foto: "dicho")	
j (foto: "mojones")	
l (foto: "orilla")	
m	
n	
ñ	
o (foto: "dicho")	
p	

Alfabeto para el traslado de las *Actas capitulares* de la Catedral de Plasencia del siglo XIX

q	
r (foto: “pizarra”)	
s (foto: “as” y “Pas” respectivamente)	 
t (foto: “está”, “tr”, y “dentro”, respectivamente)	  
u (foto: “ue”)	
v (foto: “v” y “vecinos”, respectivamente)	 
x	

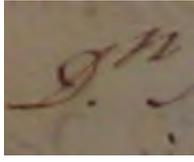
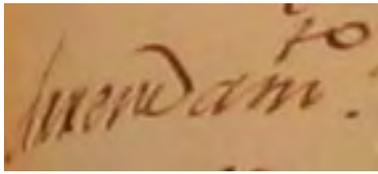
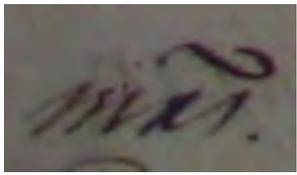
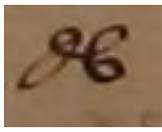
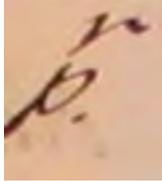
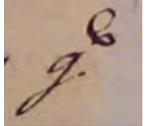
Alfabeto para el traslado de las *Actas capitulares* de la Catedral de Plasencia del siglo XIX

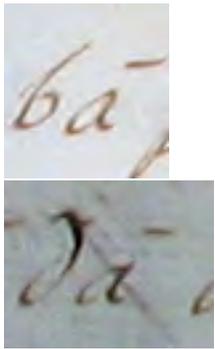
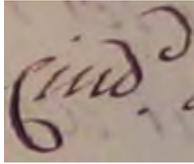
y (foto: "ay")	
z	

Abbreviations, special forms of words, accents, and numbers

Imagine having to write everything in your life by hand: emails, copies of books, etc. It is extremely labor-intensive and needs to be done efficiently. Before the time of computers and even typewriters, scribes had to meet deadlines. They wrote more efficiently by using abbreviations for commonly used words. Place names, currency, and even the names of people were abbreviated. This tutorial is intended to help you recognize and transcribe abbreviated words accurately from the 19-century copy of the *Capitulary Acts* of the Cathedral of Plasencia.

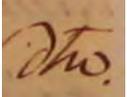
Abbreviations, Accent Marks, and Special Forms of Words

	<p>“Don” Note: a title of honor to pay respect to people when naming them; the feminine version is “Doña”.</p>
	<p>“Arrendamiento” Note: any word that ends with “to” in superscript ends with “-iento”, a common suffix.</p>
	<p>“maravedis” Note: this is not a currency, but rather a unit for counting money to account for its real value for accounting purposes, independently of the currency actually used in a transaction.</p>
	<p>“de” Note: often this word looks as it is pictured to the left because the scribe could write this proposition in fewer strokes than to write “d” and then “e”.</p>
	<p>“por”</p>
	<p>“que”</p>

	<p>“dichas” and “dicho”, respectively Note: “dicho”, “dicha”, “dichos”, and “dichas” are abbreviated “dho”, “dha”, “dhos”, and “dhas”, respectively.</p>
	<p>“bá” and “dá”, respectively; if you are familiar with Spanish you will notice that in the 19th century many one-syllable words in Spanish had accent marks over final vowels, something that is not done in modern Spanish except a few words that have multiple meanings (like “se” and “sé).</p>
	<p>“Su Señoría”</p>
	<p>“Ciudad”</p>

Transcribing abbreviations

For the purposes of this course, if you see an abbreviation, just put the missing letters between

brackets. For example, transcribe , from the table above, in this way: d[ic]ho. In another handout you'll have the opportunity to practice your knowledge of abbreviations.

Arabic numerals

In 19th-century handwriting, arabic numerals look very similar to modern ones and should pose

no problem to the novice transcriber. For example:  is “157”.

Practice: Abbreviations, special forms of words, accents, and numbers

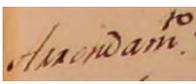
I. Matching. Match the correct transcriptions with their handwritten text.

___ 1. 

A. de

___ 2. 

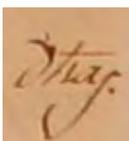
B. d[ic]ha

___ 3. 

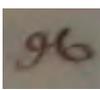
C. que

___ 4. 

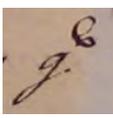
D. d[ic]ho

___ 5. 

E. d[ic]has

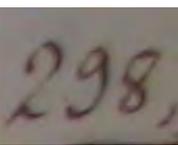
___ 6. 

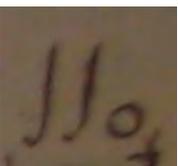
F. arrendam[ien]to

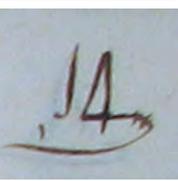
___ 7. 

G. m[a]r[avedi]s

II. Transcribing arabic numerals. Transcribe the following numbers:

1. 

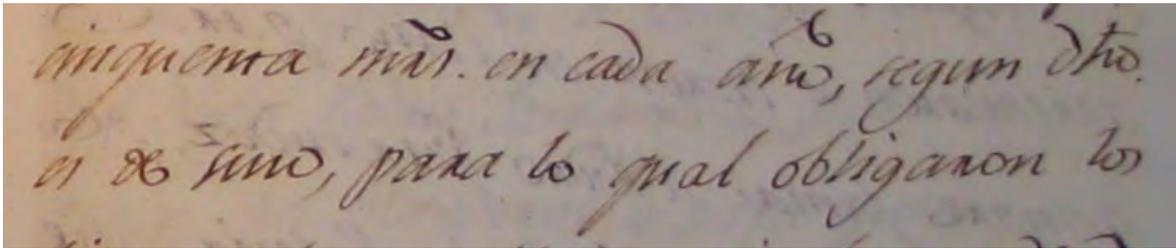
2. 

3. 

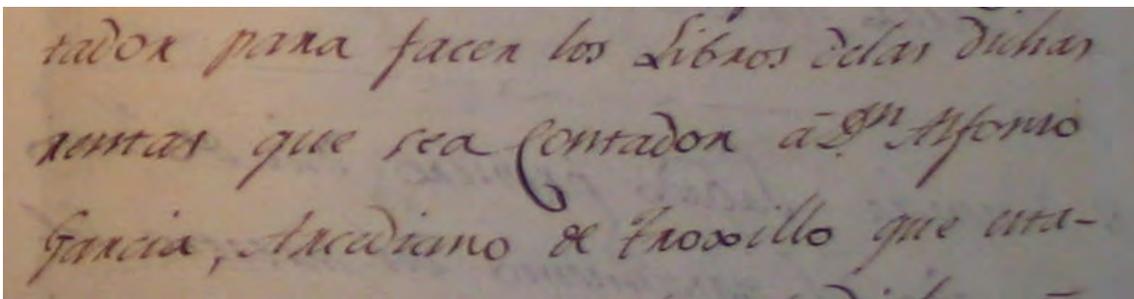
60,

4. _____

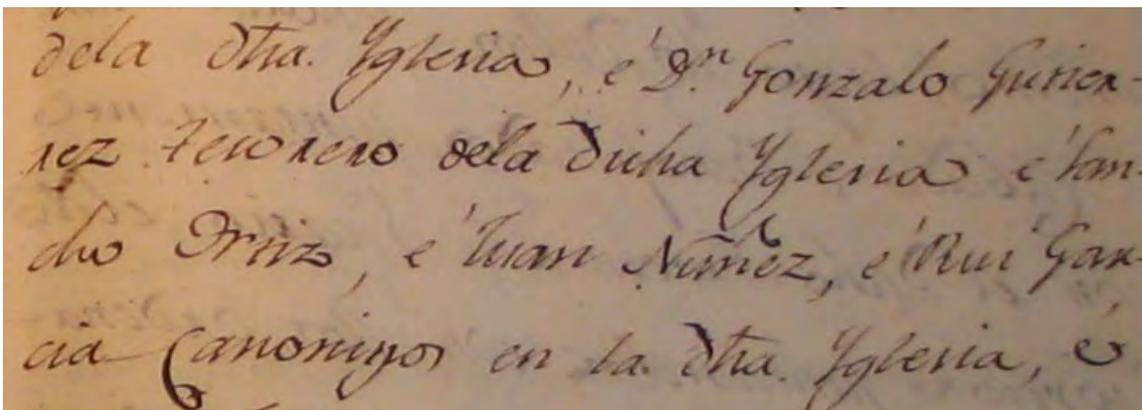
III. Partial transcriptions. Fill in the blanks with the correct words:

1. 

... cinquenta _____ en cada año, según _____ es de suso, para lo qual obligaron los ...

2. 

... tador para facer los Libros delas dichas rentas que sea Contador a _____ Alfonso Garcia, Arcediano de troxillo que esta- ...

3. 

... dela _____ Yglesia, e _____ Gonzalo Gutierrez tesorero dela dicha Yglesia e Sancho Ortiz, e Juan Nuñez, e Rui Garcia Canonigos en la _____ Yglesia, e ...

fiesto que por causa de ser asi enferma la dña. ju^{da} como dño. es que los

4.

... fiesto que por causa de ser asi enferma la _____ como _____ es que los ...

ño de treinta e ocho para que se haga la dña. residencia segun é por la forma suso dña. en corroboracion é

5.

... año _____ treinta e ocho para que se haga la _____ residencia segun é por la forma suso _____ en corroboracion é ...

Practice: Abbreviations, special forms of words, accents, and numbers
Key

I. Matching

1. G
2. D
3. F
4. B
5. E
6. A
7. C

II. Transcribing arabic numerals

1. 298
2. 110
3. 14
4. 60

III. Partial transcriptions

1. m[a]r[avedí]s, d[ic]ho
2. D[o]n
3. d[ic]ha, D[o]n, d[ic]ha
4. d[ic]ha, Ciud[a]d, d[ic]ho
5. de, d[ic]ha, d[ic]ha

Práctica: Abreviaturas, formas especiales de palabras, acentos ortográficos y números

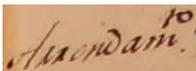
I. Emparejados. Empareje las transcripciones con sus versiones escritas a mano correspondientes.

___ 1. 

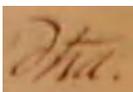
A. de

___ 2. 

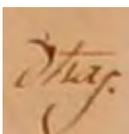
B. d[ic]ha

___ 3. 

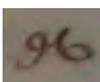
C. que

___ 4. 

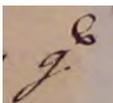
D. d[ic]ho

___ 5. 

E. d[ic]has

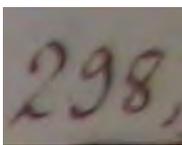
___ 6. 

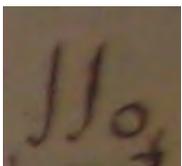
F. arrendam[ien]to

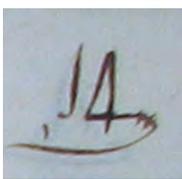
___ 7. 

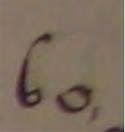
G. m[a]r[avedí]s

II. Transcribir números árabes. Transcriba los números siguientes:

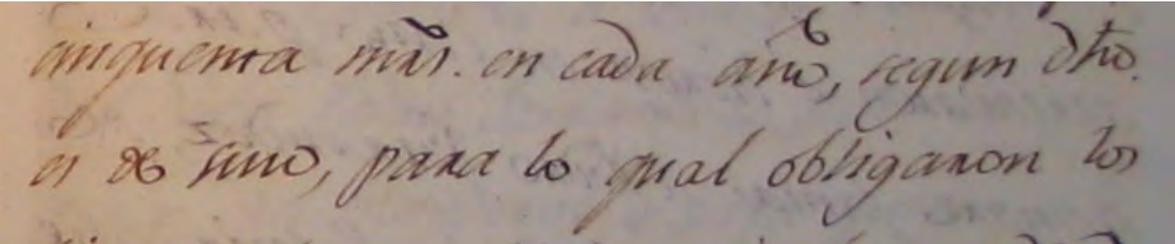
1. 

2. 

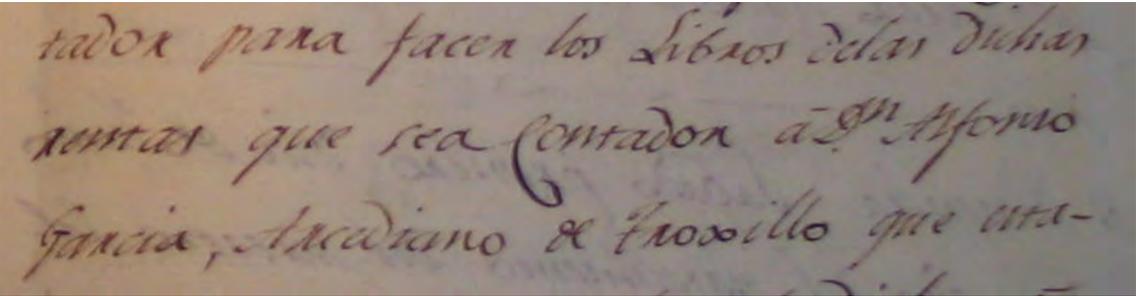
3. 

4.  _____

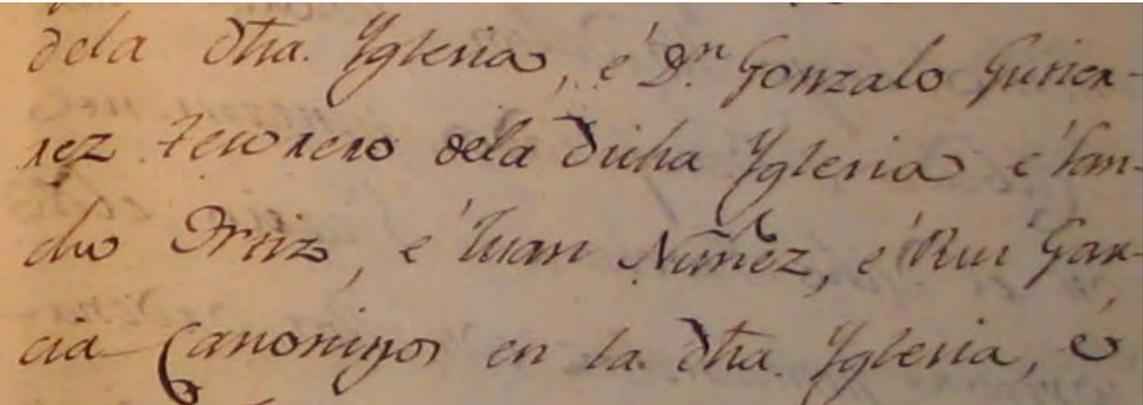
III. Transcripciones parciales. Llene los espacios en blanco con las palabras correctas:

1. 

... cinquenta _____ en cada año, según _____ es de suso, para lo qual obligaron los ...

2. 

... tador para facer los Libros delas dichas rentas que sea Contador a _____ Alfonso Garcia, Arcediano de troxillo que esta- ...

3. 

... dela _____ Yglesia, e _____ Gonzalo Gutierrez tesorero dela dicha Yglesia e Sancho Ortiz, e Juan Nuñez, e Rui Garcia Canonigos en la _____ Yglesia, e ...

fiesto que por causa de ser asi enferma la d^{ta} ju^d como d^{to} es que los

4.

... fiesto que por causa de ser asi enferma la _____ como _____ es que los ...

año de treinta e ocho para que se faga la d^{ta} residencia segun é por la forma suso en corroboracion é

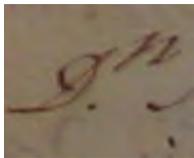
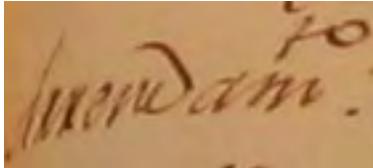
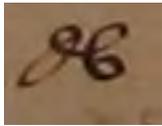
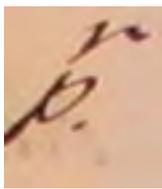
5.

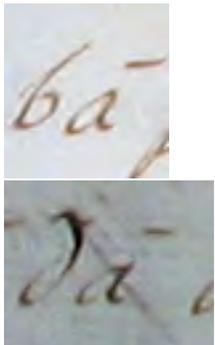
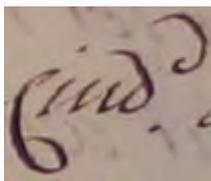
... año _____ treinta e ocho para que se faga la _____ residencia segun é por la forma suso _____ en corroboracion é ...

Abreviaturas, formas especiales de palabras, acentos ortográficos y números

Imagine tener que escribir a mano todo lo que Ud. necesite a diario: correos electrónicos, copias de libros, etc. Es una labor muy intensiva y tiene que realizarse eficientemente. Antes de los tiempos de los ordenadores y las máquinas de escribir, los escribanos tenían que afrontar fechas límites. Escribieron de una manera más eficiente usando abreviaturas para palabras comúnmente conocidas. Los nombres propios, las divisas y hasta los nombres de los individuos se escribieron con abreviaturas. Esta lección es diseñada para ayudarle a reconocer y transcribir las palabras abreviadas en las *Actas capitulares* con precisión.

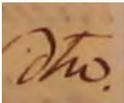
Abreviaturas, acentos ortográficos y formas especiales de palabras

	“Don”
	“Arrendamiento” Nota: cualquier palabra que termina por “to” en volado en realidad es una palabra que termina en “-iento”, un sufijo muy común.
	“maravedís” Nota: no es una divisa, sino una unidad para contar dinero tomando en cuenta su valor real para fines contables, independientemente de la divisa usada en una transacción.
	“de” Nota: a menudo, esta palabra aparece como la foto a la izquierda porque el escribano podía escribir esta preposición más rápidamente.
	“por”
	“que”

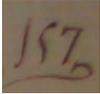
	<p>“dichas” y “dicho”, respectivamente Nota: “dicho”, “dicha”, “dichos” y “dichas” se escribieron con las abreviaturas “dho”, “dha”, “dhos” y “dhas”, respectivamente.</p>
	<p>“bá” y “dá”, respectivamente Nótese que en el siglo XIX se solía poner un acento ortográfico encima de las vocales al final de palabras monosilábicas, algo que en la ortografía actual no se hace, excepto con unas palabras que tienen más de un significado o función gramatical, como “se” y “sé”.</p>
	<p>“Su Señoría”</p>
	<p>“Ciudad”</p>

La transcripción de las abreviaturas

En este curso, si Ud. ve una abreviatura, escribe las palabras omitidas entre corchetes. Por

ejemplo, transcriba , de la tabla de arriba, de esta manera: d[ic]ho. En otra hoja, Ud. tendrá la oportunidad de practicar su conocimiento de las abreviaturas.

Números árabes

En los manuscritos del siglo XIX, los números árabes son muy parecidos a sus formas modernas y no deberían causarle dificultades a un novicio de la paleografía. Por ejemplo:  es "157".

Putting it All Together: Transcribing Your First Two Folios

Introduction

By now you should have all of the necessary skills to recognize the letters, symbols, numbers, and abbreviations in the 19th-century transcription of the *Capitulary Acts* of the Cathedral of Plasencia. Before transcribing your first folios, be aware of the topics below.

Folios

Manuscripts were foliated, which simply means that pages were numbered according to their front side and opposite side. If you see a folio with a number in the upper-right corner, we call this folio the *recto*. The next image (we are using photographs of the manuscript) is the other side of that folio. It does not have a number in the upper-right corner. We call that side the *verso*.

So, let's say we see a folio with the number "5" in the upper-right corner. We would call this folio "5r" for "5 *recto*", the front side of the folio. The text in the image that comes after it is the other side of the folio. We call this folio in the manuscript "5v" for "5 *verso*", the reverse side of the folio.

In your transcriptions, make sure you indicate where your folios *recto* and *verso* begin, combining the corresponding folio number with either "r" or "v".

Punctuation

In our manuscript there is very little punctuation. Sentences just seem to go on forever. There are hardly any commas, periods, or other kinds of symbols. Do not worry about punctuation. Transcribe the text as you see it, using no punctuation.

Hyphens

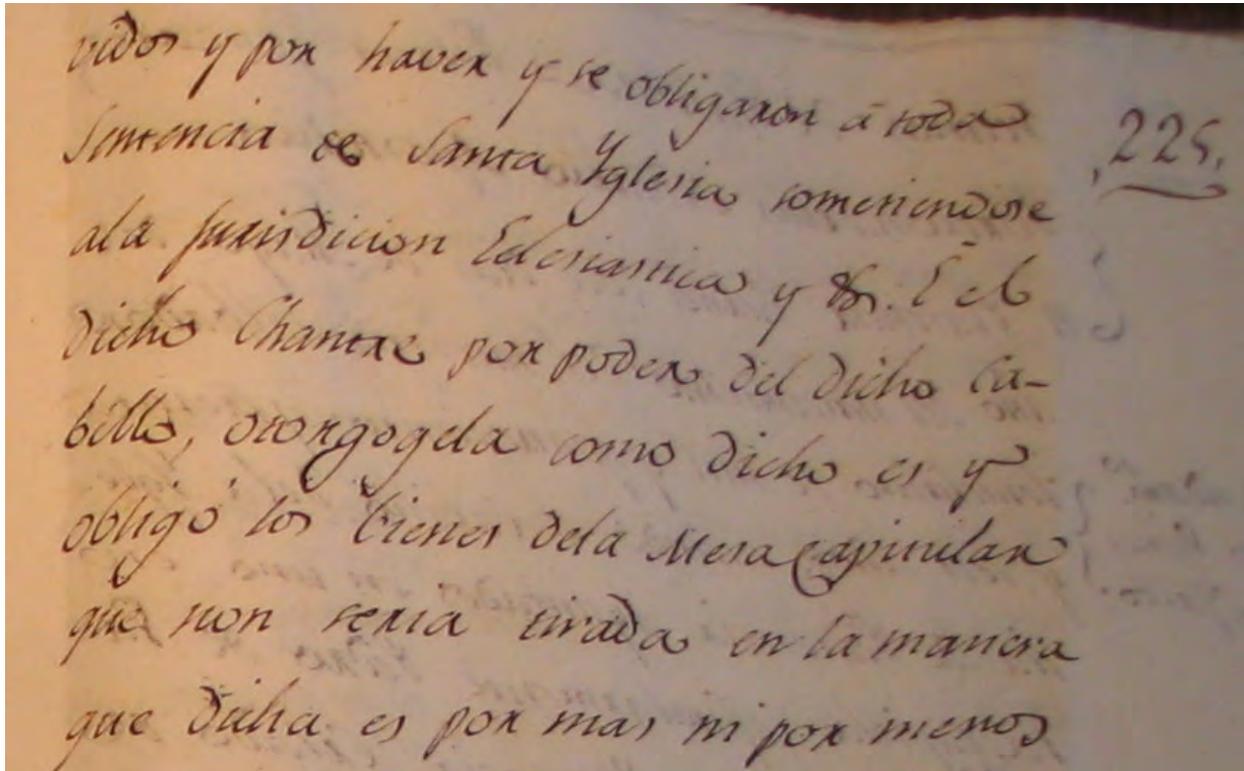
Scribes used hyphens to continue words on the next line. Hyphenation did not follow a special syllabic rule. For the scribe it was important to fill all of the space within the margins of a folio. Words are divided with hyphens willy-nilly. When you see a hyphen, be sure to copy it as it appears in the manuscript.

Lines

In your transcription you should mark the beginning of a new line with a forward slash, "/", unless you have a hyphenated word divided between lines.

An example

Below is a clipping of a folio from the manuscript:



Notice that in the clipping above, we have a folio number in the upper-right corner as well as a hyphenated, divided word. There is also the rarity of a punctuation mark, in this case a period. This section of the text needs to be transcribed in this way:

225r

vidos y por haver y se obligaron á toda / sentencia de Santa Yglesia sometiendose / ala Jurisdiccion Eclesiastica y S[u] S[eñoría]. É el / dicho Chantre por poder del dicho ca-billo, otorgogela como dicho es y / obligo los bienes dela Mesa Capitular / que non seria tirada en la manera / que dicha es por mas ni por menos

Now it's time to begin your transcription of the 19th-century copy of the *Capitulary Acts*. A key is provided so that you can check your work on the folios 1r to 2v. Good luck and enjoy!

Atando cabos: Transcribir los primeros dos folios

Introducción

Ahora Ud. tendría todos los conocimientos necesarios para reconocer las letras, los símbolos, los números y las abreviaturas en el traslado de las *Actas capitulares* de la catedral de Plasencia del siglo XIX. Antes de transcribir sus primeros folios, atiendan a los temas que se leen a continuación.

Folios

Los manuscritos se hacían en folios en vez de lo que conocemos hoy en día como “páginas”. Ello significa que los folios se numeraban según sus lados recto y verso. Si ve un folio con un número en la esquina derecha de arriba está viendo el lado recto. La imagen que sigue tendrá un folio sin numeración. Esa imagen es el verso del folio.

Digamos que vemos un folio con el número “5”. Llamáramos ese folio “5r” por “5 recto”. El folio sin número en la siguiente imagen sería “5v” por “5 verso”.

En sus transcripciones, por favor, asegúrese de que haya indicado dónde comienzan sus folios recto y verso, combinando el número del folio correspondiente con “r” o “v”.

Puntuación

En nuestro manuscrito no hay mucha puntuación. Las oraciones parecen a veces continuar eternamente. Casi nunca hay comas, puntos, ni otros tipos de símbolos. No se preocupe por eso. Transcriba el texto tal y como lo ve, sin puntuación si no la hay.

Guiones

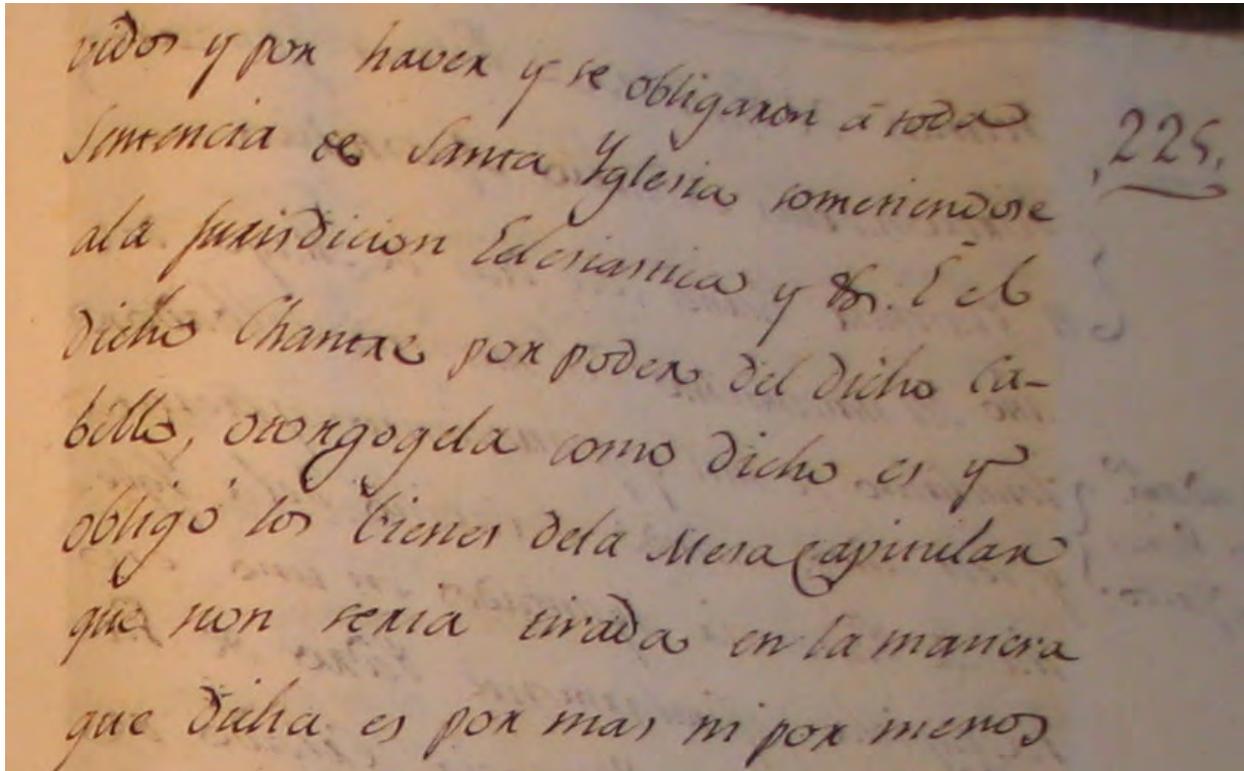
Los escribanos usaban los guiones para continuar las palabras a la línea siguiente. El uso del guión no seguía ninguna norma silábica. Para el escribano era importante llenar el espacio dentro de los márgenes de un folio. Entonces, las palabras son divididas por guiones sin ninguna lógica silábica. Cuando ve un guión, asegúrese de copiarlo tal y como aparece en el manuscrito.

Líneas

En su transcripción es necesario que marque el principio de una nueva línea con una barra, “/”, a menos que haya copiado una palabra dividida por un guión.

Un ejemplo

Abajo se encuentra un pasaje del manuscrito:



Tome nota que en el pasaje de arriba, tenemos un número de folio además de una palabra separada por un guión. También, vemos la rareza de un símbolo de puntuación, en este caso un punto. Este apartado se transcribe de esta manera:

225r

vidos y por haver y se obligaron á toda / sentencia de Santa Yglesia sometiendose / ala Jurisdiccion Eclesiastica y S[u] S[eñoría]. É el / dicho Chantre por poder del dicho ca-billo, otorgogela como dicho es y / obligo los bienes dela Mesa Capitulare / que non seria tirada en la manera / que dicha es por mas ni por menos

Ahora es su momento para comenzar a transcribir la copia de las *Actas capitulares*. Para comenzar va a transcribir los folios 1r a 2v. Se ha proveído una clave para que pueda corregir cualquier error cometido. Que lo pase bien transcribiendo y ¡suerte!

Appendix 3:

Memorandum: Request for supplemental *CU System* funding for completing development of two *CU Coursera MOOCs* and beginning development of an online *Humanities 3990* course (at *UCCS*)



University of Colorado
Colorado Springs

Memorandum

To: Dr. Deborah Keyek-Franssen, *CU System*,
Associate Vice President for Digital Education and Engagement

From: Dr. Roger Martinez, *UCCS*, *Department of History*, *Assistant Professor*

Cc: Dr. Mary Coussons-Read, *UCCS*, *Provost*
Dr. Kathryn Andrus, *UCCS*, *Faculty Resource Center*

Date: 22 December 2013

Re: Request for supplemental *CU System* funding for completing development of two *CU-Coursera MOOCs* and beginning development of an online *Humanities 3990* course (at *UCCS*)

Overview

This request is for \$4,970 in supplemental *CU System* funding for the creation of two *CU-Coursera MOOCs*, as well a related online *Humanities 3990* course. These resources will be utilized to support the development of three classes: a *MOOC* titled “*Introduction to Citizen Scholarship and the Revealing Cooperation and Conflict Project: A Transcription Effort for Plasencia, Spain (circa 1390-1450)*”, a *MOOC* titled “*Advanced Citizen Scholarship and the Revealing Cooperation and Conflict Project...*”, and a paid, for credit online *Humanities* course at *UCCS*.

It should be noted that the *MOOC* courses should be conceptualized as a “funnel” that can capture a large number of non-paying students (2,500+ students in the first course and 500+ students in the second) and direct them to enroll in an online paid course at *UCCS*. Regular offerings of this “citizen scholarship” *MOOC* can draw a broad audience of students to *UCCS* who would have otherwise never considered taking a course at the university. In many ways, the *MOOCs* are a marketing effort to attract “life-long” students to patronize *UCCS* on a regular basis.

Request

To complete the development of the two *MOOCs*, as well as begin the creation of an online *Humanities 3990* course, several *CU System* investments would be very beneficial. They are:

- **\$2,800 to fund the work of a graduate student or independent freelancer to code a *Filemaker Pro* online tool to teach medieval paleography (the practice of reading handwriting).** Although Dr. Martinez can code the tool, a freelancer can accomplish the work more rapidly and thus provide Dr. Martinez more time to concentrate on the implementation of the courses. The tool will be “alpha tested”, “beta tested”, and “performance tested” during spring 2013. A software design document, which specifies how the tool should function, is already completed and can be delivered to the freelancer now. This tool will be utilized in the second *MOOC* opening on or before September 1, 2014. This same tool would be used for the online *Humanities 3990* course, which will be taught during fall 2014 or spring 2015.
- **\$570 to fund an annual *Filemaker Pro* annual software license that can host multiple simultaneous user connections.** The benefit of this specialized software package is that it is scalable. Specifically, additional licenses can be purchased to support more concurrent student users of the paleography-teaching tool. If the *Filemaker Pro* tool proves to be successful, then Dr. Martinez will either purchase the stand-alone product (which requires no annual licensing fee) or continue to purchase annual licenses whenever the courses are offered.
- **\$500 to fund an annual Internet hosting package for the *Filemaker Pro* paleography-teaching tool.** After discussions with the information technology department at UCCS, we have determined that offsite hosting is more conducive to deploying and managing the tool. Hosting can be continued offsite for future courses.
- **\$1,100 to fund Dr. Martinez’s attendance of a spring 2014 digital humanities conference/workshop that focuses on employing technology for online courses.** Dr. Andrus will most likely attend that same conference so that both faculty members can share this knowledge with the UCCS community. We hope to hold an on campus workshop at the *Faculty Resource Center* during fall 2014.
- **Total Request: \$4,970**

Background

The *Revealing Cooperation and Conflict Project*, a scholarly collaboration of ten universities in the United States and Europe, is a research endeavor designed to explore and understand the nature of co-existence among Jews, Christians, and Muslims in medieval Spain (See the attached *National Endowment for the Humanities* proposal for more information). A

fundamental component of our work is the integration of citizen scholars into our research efforts. To this end, the project will utilize two Spanish-English bilingual *Massive Open Online Courses (MOOCs)* to educate the public about medieval interreligious co-existence, to train *MOOC* students to read and transcribe medieval manuscripts, and to engage these citizen scholars in the actual transcription of manuscripts so that historical data can be provided to our scholarly team.

After an extensive development period that commenced in March 2013, and based on useful feedback from the *University of Colorado* (provided during November 2013), we have designed two *MOOCs*.

The first *MOOC*, opening on or before June 1, 2014, is titled, “*Introduction to Citizen Scholarship and the Revealing Cooperation and Conflict Project: A Transcription Effort for Plasencia, Spain (circa 1390-1450)*.” This introductory 10-week *MOOC* will familiarize students with the history, sources, and processes of transcription. It is designed to attract a large number of students (2,500+) who have an initial interest in this dynamic history and valuable research project. Successful course participants will be directed to a second *MOOC* offering or an online *UCCS Humanities* course (paid, for university credit).

The second *MOOC*, opening on or before September 1, 2014, is titled, “*Advanced Citizen Scholarship and the Revealing Cooperation and Conflict Project: A Transcription Effort for Plasencia, Spain (circa 1390-1450)*.” This advanced 8-week *MOOC* will present more detailed readings on co-existence and more challenging manuscripts for transcription. It is designed to attract a modest number of students (500+) who wish to graduate into the role of trusted and valued citizen scholars who may participate in the larger research endeavor. Simultaneously, we will be developing an online *UCCS Humanities* course (paid, for university credit) that mirrors and extends the advanced *MOOC*. It is our hope to open this online course for the spring 2015 semester.