

Marx annotation exercise

For this week I asked you to read carefully Chapter 10 (“The Working-Day”). What needs clarification? What needs contextualization? What other information will help us unpack Marx’s text? What deserves attention or serious questioning? What stories are hiding beneath the surface? What stories can you add? Where can we intervene in Marx’s text?

Learning goals:

- Demonstrate your critical reading skills through your direct intervention.
- Assess and apply Marx’s ideas.
- Practice using scholarly research tools.
- Create a new text of Marx that reflects our critical thinking.

Instructions:

- Everyone has selected or been assigned to a particular section of Chapter 10.
- Create annotations that are linked to or embedded in the text. Keep in mind that the edition of Marx we’re working with has its own footnotes (End notes), so there’s no need to reproduce that work.
- Although each of you will be working individually and creating your own annotations, there will need to be some coordination within your groups so folks aren’t stepping on each other’s toes – especially in duplicating annotations. Consider dividing the text into parts or assign modes of intervention (databases or approaches) to each group member.

Modes of intervention:

- There is no single approach you need to follow. It can be playful, serious, or speculative. The basic rule is to add something to the conversation.
- Some possible annotations: define a term or explain a concept; translate a passage of foreign language; provide an illustration; identify source texts cited by Marx; comment on Marx’s particular rhetoric, especially his use literary tropes; draw comparisons, either contemporaneous to Marx or from our time. Note that Marx does provide footnotes to his text, so in some cases there’s no need to duplicate his annotations.
- Each individual should create at least four annotations. For at least three of the annotations you’re required to make use of these scholarly tools: O.E.D., Artstor, Britannica ImageQuest, NYPL Digital Collections, Gale Primary Sources, and Google Scholar. The fourth annotation can be non-scholarly.

The technical stuff:

- Review Section 1 that I annotated.
- Make use of the scholarly search tools (below).
- Find your corresponding section page of Marx’s text, then click “Edit.” [Keep in mind that the edit tool may not support more than one editor per page at a given moment.]
- Highlight the passage you’re commenting on in yellow or another bright color. [I suggest that each choose a unique color to distinguish work your work from your peer editors.]
- Create a link or embed the annotation. For embedded images, you’ll probably need to adjust the size.
- Identify the search tool you used.
- Be sure to put your name(s) in brackets next to the annotated passage.
- Remember to “Save” your work.
- Again: Review my annotations in Section 1.

Scholarly databases:

- Oxford English Dictionary (Links to an external site.)
- Artstor (Links to an external site.)
- Britannica ImageQuest (Links to an external site.)
- New York Public Library Digital Collections (Links to an external site.)

- Gale Primary Sources (Links to an external site.) [Note: I suggest starting with British Library Newspapers and Nineteenth Century Collections Online.]
- Google Scholar (Links to an external site.)

Remember that three of your annotations require use of these scholarly databases.

Assessment:

- This exercise counts towards the Discussion grade.
- Your work is evaluated in terms of its successful completion (follows assignment requirements and citations are clear and accurate).

Misc.:

- Each student must produce his or her own work. The rules of academic honesty apply.
- Use the required databases.
- Give yourself sufficient time to complete the tasks, including reviewing your work.
- Use the progress report and draft deadline to their advantage. Coordinate your work. Your team should ensure that each member understands the assignment and how to annotate and edit a Canvas page before the progress report is due.
- Gather all of your information offline -- before working on the annotations.
- 'Off limits': anything links used in Dr. Pratt's model annotations of Section 1.
- Remember that the edit tool may not support more than one editor per page at a given moment. Be patient. Try not to eliminate your peers' work.
- Lastly: Try to have some fun with the assignment.

Resources:

- Take advantage of my Zoom office hours this week: 11:30 a.m. - 12:30 p.m., Wednesday (11/4) and Friday (11/6).

Deadlines:

- Progress survey and draft deadline: As with the Las Casas Mapping exercise, I'm asking that you complete at least one annotation and the progress survey by the end of Thursday (11/5). This will give me chance to assist where needed.
- Final deadline: Aim to complete the final edits by the end of Sunday (11/8)
- Post-exercise survey: I'll follow up with a quick survey after the work is completed.