History Department, University of Guelph
Winter 2018
HIST*4170: Exploration of the Digital Humanities

Credit weight: 1.0 credit
Prerequisites: 10.00 credits
Restrictions: Restricted to students in the B.A. Honours program with a minimum 70% average in all history course attempts.

Instructor: Kim Martin
Office: MacKinnon 1001/THINC Lab, 2nd Floor, Library
Hours: Fridays 9:00-10:00 or W-F by appointment
Email: kmarti20@uoguelph.ca

Class Schedule and Location: Wednesdays/Fridays, 10:00 - 11:20 pm
MCKN 059

Final Exam: There is no final exam for this course.

Course Synopsis

This course will begin with an introduction to Digital Humanities as a practice, a toolset, and a community. We will focus on the role of digital methods in historical and cultural research: the tools you learn in class, as well as those you investigate as part of the assignments, will help you to ground a topic of your choice (be it a person, an event, a historical artifact, a piece of writing, a location, or a work of literature, a work of music, or visual or performance art) in its historical or social context. This will enhance your understanding of your chosen topic and show you how digital tools can help you to organize, investigate, and interpret sources using a different lens, develop an argument based on your findings, and to create a digital humanities project of your own.

Learning Outcomes

- Increase digital literacy skills, and an awareness of a wide variety of digital tools for historical research
- Be able to comprehend and use language appropriate to digital humanities research
- Understand and be able to analyze the advantages of different methodologies of digital humanities inquiry
- Learn to collect, manage, and manipulate digital data from various sources
- Be able to formulate, direct, and complete a digital humanities project, and explain its significance to academic and lay audiences
- Have the ability to situate critically some of the larger debates within digital humanities and their relationship to traditional humanities disciplines

Methods of Evaluation and Weights

Please note, unless otherwise mentioned in class and posted in the revised course outline on Slack, all assignments are due before class on Wednesday**.**

Assessment	Weight
Participation	10%
Wikipedia Assignment	10%
Blog posts	15%
Digital Tool Assessment	15%
Proposal/Annotated Bibliography	15%
Final Assignment	35%
Total	**100%**

Details on Assignments:

Participation (10%)
- You are expected to be prepared with questions and observations from the readings every week
- Participate in discussions on the weekly readings
- Provide reflection on the digital tools introduced
- Contribute to online discussion outside of class (Slack Channel)

*** Further information on all assignments below will be handed out as the term progresses ***

Wikipedia Assignment (10%)
Due: Feb 2nd in class.
- Find several Wikipedia articles on a historical topic of interest
- Critique the articles, and find one that you believe needs revision
- Create a Wikipedia account (we'll do this together in class)
- Revise the articles where needed, OR create a new article if needed
- Write a 750 word reflection on the process

Blog Posts (15%)
Due Date: Write throughout the term, all 3 in by March 28th
- Create a blog on a site of your choice (I'd recommend Medium or WordPress)
- During the semester write at least 3 blog posts on topics relevant to class
- Blogs should be between 500 and 1000 words
- If you write more than 3 posts, I will take your 3 highest grades for the final mark

Digital Tool Assessment (15%)
Due Date: Throughout the term, due the week you present on your chosen tool.
- Sign up for a digital tool or tool type chosen from the syllabus below, or propose another tool but make sure to get this approved by instructor
- Prepare a short (5 mins) presentation of the tool to the class.
- The class will then have some time to experiment. Be prepared to answer questions on the tool.
- Provide a detailed report (1000 words) outlining tool features, critical analysis, and potential tool uses. Cite all the sources you use including any screenshots you include.

Proposal & Annotated Bibliography (15%)
Due Date: Friday, February 16th
- Proposal for topic of final assignment (500 words)
- Annotated bibliography of at least 8 sources
- Details will be provided in handout

Final assignment (digital project + showcase): 35%
Due Date: Friday, April 6th
Details to be provided

Policy on Late Assignments and Extensions:

Assignments are due in class on the dates listed in this outline. Late assignments will be penalized 5% per day (24 hours), including weekend days. Late assignments will not be accepted after 7 days. Extensions will only be considered if a student has written documentation from a doctor or counsellor. No extensions will be granted on the basis of workload. Non-medical extensions must be approved at least three days before the assignment is due.

Course Resources

This class assumes access to a laptop computer (not a tablet) for the hands-on activities in and out of class. If you do not have access to a laptop, please consult the instructor after the first class. It is possible to borrow laptops from the library.

An ongoing list of useful links and resources will be created in a shared Slack Channel. You are expected to join Slack and to participate in the ongoing discussions.

D2L CourseLink will be used for marks and reminders about course work.

Required Texts

There are two required textbooks for this course:

Graham, S., I. Milligan, and S. Weingart. (2015) *Exploring Big Historical Data: The Historian's Macroscope.* Imperial Press.
 = **Macroscope** in reading list below

Dougherty, J., and K. Nawrotzki (Eds). (2013) *Writing History in the Digital Age*. The University of Michigan Press. Ann Arbor.
 = **Writing History** in reading list below.

Recommended Texts

Gold, M.K., and L. Klein. (2016) *Debates in the Digital Humanities 2016.* University of Minnesota Press.

 = **Debates 2016** in reading list.
        ***This text is available online at http://dhdebates.gc.cuny.edu/debates/2 ***

Schedule & assigned work (provisional – updates to be posted in the Slack Channel)

Week/Date	Wednesday	Friday
Week 1 Jan 10/12	**Course expectations & outline overview** Cummings, A.S. and J.Jarrett. *Only Typing? Informal Writing, Blogging, and the Academy.* **Writing History.**	**Background on DH** **TOOLS: Zotero, DIRT Directory** Kirschenbaum, M. (2010) What is Digital Humanities and What's it Doing in English Departments? https://mkirschenbaum.files.wordpress.com/2011/03/ade-final.pdf Fitzpatrick, K. (2012). *The Humanities, Done Digitally..* http://dhdebates.gc.cuny.edu/debates/text/30 Spiro, L. (2012). "This Is Why We Fight?": Defining the Values of the Digital Humanities. In M. K. Gold (Ed.), *Debates in the Digital Humanities*. Minneapolis: University of Minnesota Press. http://dhdebates.gc.cuny.edu/debates/text/13 Gold, M.K. and L. Klein (eds) **Debates 2016** Introduction. http://dhdebates.gc.cuny.edu/debates/2
Week 2 Jan 17/19	**Background on Digital History** **Debates 2016**: Chapter 25. Robertson, S. (2016) *The Differences Between Digital Humanities and Digital History.* Nawrotzki, K, and J. Dougherty. *Introduction.* **Writing History** Dorn, S. *Is Digital History More than an Argument about the Past?* In **Writing History.**	**Googling the Past** **TOOLS: Google NGRAMS** Solberg, J. (2012). Googling the Archive: Digital Tools and the Practice of History. *Advances in the History of Rhetoric*, *15*(1), 53–76. Leary, P. (2005). Googling the Victorians. *Journal of Victorian Culture*, *10*(1), 72–86. Fyfe, P. (2015). Technologies of Serendipity. *Victorian Periodicals Review*, *48*(2), 261–266. Leary, P. (2015). Response: Search and Serendipity. *Victorian Periodicals Review*, *48*(2), 267–273.

Week/Date	Wednesday	Friday
Week 3 Jan 24/26	**History on the Web (pt 1)** **TOOL: HTRC Bookworm** **Macroscope**: Chapter 1. "The Joy of Big Data." **Macrosope**: Chapter 2. "The DH Moment." Rosenzweig, R. (2001). The Road to Xanadu : Public and Private Pathways on the History Web. In *Organization* (Vol. 88, pp. 548–579).	**History on the Web (pt 2)** **TOOL: WIKIPEDIA** Seligman, A. *Teaching Wikipedia without Apologies.* In **Writing History.** Wolff, R. *The Historian's Craft, Popular Memory, and Wikipedia.* In **Writing History.** Rosenzweig, R. (2006). Can History Be Open Source? Wikipedia and the Future of the Past. *Journal of American History,* (June), 117–146.
Week 4 Jan 31/Feb 2nd	**Text Mining** Macroscope: Chapter 3. "Text Mining Tools." D'Ignazio, C. (2015). "What would feminist data visualization look like?" https://civic.mit.edu/feminist-data-visualization	**Text Analysis** **TOOL: VOYANT** Ramsay, S. (2014). The Hermeneutics of Screwing Around; or What You Do with a Million Books. In K. Kee (Ed.), *PastPlay: Teaching and Learning with Technology*. Ann Arbor: University of Michigan Press. *** **Wikipedia Assignment Due** ***
Week 5 Feb 7/9	**Data Visualization** **Macroscope**: Chapter 5. "Making Your Data Legible." *** Guest Lecture by DataVis team from the McLaughlin Library ***	**Diversity in DH** **TOOLS: TABLEAU, TIMELINE JS** **Debates 2016**: Chapter 21. Earhart, A. and Taylor, T., "Pedagogies of Race" **Debates 2016**: Chapter 24. Hsu, W. "Lessons on Public Humanities from the Public Sphere" Tim Sherratt, "It's all about the stuff: collections, interfaces, power and people," 1 December 2011 http://discontents.com.au/its-all-about-the-stuff-collections-interfaces-power-and-people/

Week/Date	Wednesday	Friday
Week 6 Feb 14/16	**Crowd-sourcing History** Graham, S. Massie, G., and N. Feuerherm. *The HeritageCrowd Project: A Case Study in Crowdsourcing Public History.* In **Writing History.** **Rural Diary Archive.** https://ruraldiaries.lib.uoguelph.ca/ **Manuscript Transcription Projects.** https://folgerpedia.folger.edu/Manuscript_transcription_projects	**Feminist DH** **TOOLS: CWRC** **Debates 2016**: Chapter 10. Losh, L. et al. "Putting the Human Back into the Digital Humanities" Nowviskie, B (2011). *What Do Girls Dig?* http://nowviskie.org/2011/what-do-girls-dig/ ***** Annotated Bib & Proposal Due *****
Week 7 Feb 21/23	*** No Class. Reading Week ***	
Week 8 Feb 28th/ Mar 2nd	**Playing the Past** LaPensée, Elizabeth. (2017). *Video Games Encourage Indigenous Cultural Expression.* The Conversation. Never Alone: The Game. http://neveralonegame.com/ Kee, K., Graham, S., Dunae, P., Lutz, J., Large, A., Blondeau, M., & Clare, M. (2009). Towards a Theory of Good History Through Gaming. *Canadian Historical Review*, *90*(2), 303–326.	**TOOLS: INKLEWRITER, TWINE, AURASMA** Compeau, T., and R. MacDougall (2014) *Tecumseh Lies Here: Goals and Challenges for a Pervasive History Game in Progress.* In K. Kee (Ed.), *PastPlay: Teaching and Learning with Technology*. Ann Arbor: University of Michigan Press. Zucconi, L., Watrall, E., Ueno, H., and Rosner, L., *Pox and the City: Challenges in Writing a Digital History Game*. In **Writing History.** Spring, D. (2015). Gaming history: computer and video games as historical scholarship. *Rethinking History*, *19*(2), 207–221.

Week/Date	Wednesday	Friday
Week 9 Mar 7/9	**Mapping the Past** Jenstad, J. (2011) Using Early Modern Maps in Literary Studies: Views and Caveats from London. Nowviskie, B. (2010) Inventing the Map in the Digital Humanities: A Young Lady's Primer. https://journals.tdl.org/paj/index.php/paj/article/view/11/61	**TOOLS: GOOGLE EARTH, HISTORYPIN** Harkema, C., and C. Nygren (2012). HistoryPin for Library Image Collections. http://synergies.lib.uoguelph.ca/index.php/perj/article/view/1970/2620#.V6TJFZOAOko
Week 10 Mar 14/16	**Network Analysis** **Macroscope**: Chapter 6. "Network Analysis" Jackson, C. (2017). Using social network analysis to reveal unseen relationships in medieval Scotland. *Digital Scholarship in the Humanities*, *32*(2).	**TOOLS: GEPHI, CYTOSCAPE** Alan Liu. "Friending the past: The sense of history and social computing." New Literary History 42.1 (2011): 1-30. https://muse.jhu.edu/article/441862
Week 11 Mar 21/23	**Publishing, Archives and Exhibits** **TOOLS: OMEKA, SCALAR** Christen, K. (2012). Does Information Really want to be free? Indigenous Knowledge Systems and the Question of Openness. http://www.kimchristen.com/wp-content/uploads/2015/07/christen6.2012.pdf McPherson, T (2015) "Post-Archive: The Humanities, the Archive, and the Database." Ed. David T. Goldberg and Patrik Svensson. *Between Humanities and the Digital.* MIT Press. Manoff, M. (2010). Archive and Database as Historical Record. *Portal: Libraries and the Academy*, *10*(4), 385–398	*** No Classes – Instructor Away ***

Week/Date	Wednesday	Friday
Week 12 Mar 28/30	**Linked Pasts** **TOOLS: HuViz, PERIPLEO (Kim will demo)** Brown, S. (2015). Networking Feminist Literary History: Recovering Eliza Meteyard's Web. In *Virtual Victorians* (pp. 57-82). Palgrave Macmillan US. The Linked Jazz Project: https://linkedjazz.org/ ***** Blog Posts Due *****	***** No Classes. Holiday Friday *****
Week 13 April 4/6	Reflections Readings TBA.	Final class – Showcase of Digital Projects in THINC Lab. ***** Final Assignments Due *****

Standard College of Arts Statements for Winter 2018

E-mail Communication
As per university regulations, all students are required to check their <mail.uoguelph.ca> e-mail account regularly: e-mail is the official route of communication between the University and its students.

When You Cannot Meet a Course Requirement
When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor (or designated person, such as a teaching assistant) in writing, with your name, id#, and e-mail contact. See the undergraduate calendar for information on regulations and procedures for Academic Consideration.

Drop Date
Courses that are one semester long must be dropped by the end of the fortieth day of class (**Friday, 9 March 2018**); two-semester courses must be dropped by the last day of the add

period in the second semester. The regulations and procedures for Dropping Courses are available in the Undergraduate Calendar.

Copies of out-of-class assignments
Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

Accessibility
The University promotes the full participation of students who experience disabilities in their academic programs. To that end, the provision of academic accommodation is a shared responsibility between the University and the student.

When accommodations are needed, the student is required to first register with Student Accessibility Services (SAS). Documentation to substantiate the existence of a disability is required, however, interim accommodations may be possible while that process is underway.

Accommodations are available for both permanent and temporary disabilities. It should be noted that common illnesses such as a cold or the flu do not constitute a disability.

Use of the SAS Exam Centre requires students to book their exams at least 7 days in advance, and not later than the 40th Class Day.

For more information see the SAS web site.

Student Rights and Responsibilities
Each student at the University of Guelph has rights which carry commensurate responsibilities that involve, broadly, being a civil and respectful member of the University community. The Rights and Responsibilities are detailed in the Undergraduate Calendar

Academic Misconduct
The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community – faculty, staff, and students – to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

The Academic Misconduct Policy is detailed in the Undergraduate Calendar.

Recording of Materials
Presentations which are made in relation to course work—including lectures—cannot be recorded or copied without the permission of the presenter, whether the instructor, a classmate

or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

Resources
The Academic Calendars are the source of information about the University of Guelph's procedures, policies and regulations, which apply to undergraduate, graduate and diploma programs.