



## RELI 39/ENGL 39 Introduction to Digital Humanities About

In the very course of being human, we often turn to literature, poetry, art, religion, philosophy, theatre, and film as we seek meaning, beauty, and connection in our lives. Increasingly, we have turned to technology. How might we use computers and digital media to make new discoveries in the arts and humanities? How might we use digital methods to communicate or share our explorations of what it means to be human? This collaborative, project-based course will introduce students to various methodologies in digital humanities, to the use of technology to publish research and creative work digitally, and to critical questions about digital technology and society.

4 units, no pre-requisites

**This course satisfies the University of the Pacific GE requirement for Area III-C**

**Fall 2015: This course meets T/Th 1-2:45 pm in WPC 140.**

### Learning Objectives and Outcomes

Upon successful completion of this course, students will be able to:

- use digital and/or computational methods to investigate humanistic and arts-related research questions
- publish or share research and creative work in the humanities and arts in at least one digital modality
- articulate analyses of critical questions about technology and society, such as race, gender, and cultural heritage in digital media
- understand and address issues of openness, privacy, property rights for individuals and communities in digital scholarly communications

Successful completion of this course also contributes to the following University learning objectives:

#### *Critical & Creative Thinking*

- Effectively analyze, integrate, and evaluate information.
- Construct well-reasoned arguments and solutions.

#### *Communication*

- Prepare and deliver effective forms of communication.
- Select and use appropriate communication technologies.
- Adapt communication style to the occasion, task, and audience.

#### *Collaboration & Leadership*

- Work cooperatively with others toward a common goal.
- Demonstrate effective social interaction skills appropriate to the occasion, task, and audience.

### Required Readings, Media, and Course Materials:

The core of the course materials will be:



1. Articles and readings online (linked from the course schedule on this website)
2. Tutorials and software ((linked from the course schedule on this website)
3. Videos, images, and other media online (linked from the course schedule on this website)
4. Selections from M Gold, et al, *Debates in the Digital Humanities* (on sale in the bookstore and also [available online](#))

To be successful in this course, students will need access to a computer and the internet at home or on campus for significant amounts of time during the semester.

## Your Prof

You can find me, Dr. S. (aka Prof. Caroline T. Schroeder, Ph.D.), at: [Image not found](#)

cschroeder [at] pacific.edu  
[www.carrieschroeder.com](http://www.carrieschroeder.com)

209.946.3093

WPC 101

Office Hours: T 5-6 pm, Th 9-10 am, & by appointment

On [Twitter \(@ctschroeder\)](#)

On [Facebook](#)

On [Academia.edu](#)

## Integrity

### Dr. S's statement on honesty and integrity

I take academic integrity very seriously. **As your professor, I pledge to be honest with you, and I hope that you will do the same for me as well as your peers.**

Students are expected to understand and follow the University's Honor Code, available at <http://www.pacific.edu/About-Pacific/AdministrationOffices/Office-of-the-Provost/Shared-Governance/Standing-Committees/Academic-Affairs-Committee/Course-Syllabus-Requirements/Honor-CodeADA-Statement.html>.

For this course, academic dishonesty includes any violations covered by the Honor Code (including but not limited to cheating, plagiarism, and lying to receive a higher grade), as well as submitting one's own prior work for a new assignment—prior work from this course or another course, and prior work in whole or in part. Exceptions: Specifically assigned revisions to assignments are exempt. I will also occasionally allow you to remix or rework previous assignments into later ones; this will be stated clearly on the syllabus. So, unless the assignment sheet/prompt clearly states that this is a draft revision or that remixing/reusing prior work is allowed, submitting your own prior work is a violation.

We will discuss plagiarism and citations in class. I encourage any student with questions about academic integrity, plagiarism, or the Honor Code to ask me for clarifications.

Any alleged or suspected violations will be referred to the Office of Judicial Affairs. All students who violate the Honor Code will receive a minimum penalty of a zero for the assignment or exam; a serious violation will merit failure of the course.

**What the University of the Pacific would like me to say about Academic Integrity and the Honor Code:**



The Honor Code at the University of the Pacific calls upon each student to exhibit a high degree of maturity, responsibility, and personal integrity. Students are expected to:

- act honestly in all matters
- actively encourage academic integrity
- discourage any form of cheating or dishonesty by others
- inform the instructor and appropriate university administrator if she or he has a reasonable and good faith belief and substantial evidence that a violation of the Academic Honesty Policy has occurred.

Violations will be referred to and investigated by the Office of Student Conduct and Community Standards. If a student is found responsible, it will be documented as part of her or his permanent academic record. A student may receive a range of penalties, including failure of an assignment, failure of the course, suspension, or dismissal from the University. The Academic Honesty Policy is located in Tiger Lore and online at

<http://www.pacific.edu/About-Pacific/AdministrationOffices/Office-of-the-Provost/Shared-Governance/Standing-Committees/Academic-Affairs-Committee/Course-Syllabus-Requirements/Honor-CodeADA-Statement.html>.

## Assignments

This class will involve active participation from students and the professor both inside and outside of class. We will be learning together in a collaborative environment: reading, discussing, writing, researching, creating. **Together.**

Copies of student work may be retained to assess how the learning objectives of the course are being met.

### Preparing for Class

To succeed in the class, prepare for each session.

- Read the assignments (books, articles, websites, etc.) and/or view the videos carefully and attentively
- Take notes by annotating your readings and writing down important points, your reactions, your questions as you read
- Bring questions and comments about the material to class each day
- Bring assigned readings each day
- Post to the class blog (see below)
- Complete the Digital Tutorial Assignments on time (as described on the Schedule) and be ready to review and discuss them
- Bring your laptop to class each day

### Course Blog

This course will have a blog that will feed into our discussions in class. **We will typically discuss questions or issues arising from one or more of the posts in class each day, although not always all of them.**

The class will be divided into two groups (A & B); some days one group will write posts while the other comments, and on some days everyone will post and/or comment. The days for blog assignments are marked on the [Course Schedule](#).

Students may post with their real names or pseudonyms.

Posts will be minimum 250 words in length and will substantively address the readings. They are due by 9 pm the night before the class sessions for which they are due. They also:

- Should demonstrate that the student has read/viewed and reflected upon the material for the day. (Please be specific.)



- Can comment on aspects of the assignment that are most compelling and exciting to you (and say why).
- Can ask questions and raise issues you would like to discuss further in class.
- Should include an image, media clip, or other online essay that illustrates—rather than trivializes—its point. The source of the image/media/essay must be clearly given.
- Put the date of the reading/relevant class discussion in the post title (e.g., “Bogost’s Cathedral (Sept 3)” would be a good title.
- Please do not quote from your source in too many block quotes. Quote only what you need and link back, such as [Mark 1:1](#) at [bible.oremus.org](#). ([Watch this video on how to create links in WordPress blog posts](#) if you don’t know how.)

Use

tags if you want to set off a quote in a block quotation like this

Comments should substantively engage with the post as well as materials from the class.

All of the blog posts and comments will be evaluated on the following scale:

3: Exceptional. Fulfills all the requirements of the assignment and shows creativity, insight, or complexity.

2: Satisfactory. Fulfills the primary requirements of the assignment.

1: Unsatisfactory. Post has been made but does not fulfill the requirements of the assignment.

0: No post or late post.

Receiving mostly threes will result in an A for this semester’s cumulative blogging assignment grade. 3s and 2s will result in a B. Mostly 2s will result in a C. Mostly 1s will result in a D. Baseline grades will be calculated based on blog posts earning 1-3 points, then the baseline grade will drop one letter for every zero.

You may skip one post with no penalty.

**You may skip one day of comments with no penalty.**

Posts are worth 80% of the Course Blog grade; comments 20%.

### **Attendance and Participation**

**This course is collaborative and project based. Students will discuss and create together. We will sometimes discuss readings, websites, and technologies in an open and respectful seminar format. At other times we will be learning and experimenting with different Digital Humanities tools and technologies in class. Active participation and questioning, as well as listening and making, will be expected in each class session.**

Students should bring laptops to class every day and be prepared to hack around.

**All members of the class are expected to reflect critically on they ways in which they can contribute to constructive rather than destructive class dynamics.**

Participation involves:



- Bringing class readings and/or notes to class to enable discussion.
- Possible in-class presentations, graded activities, or providing discussion questions for class.
- Taking notes.
- Listening attentively to the professor and the other students.
- Daily attendance
- Informed, thoughtful, and respectful engagement in discussions, activities, and in-class writing assignments on a regular basis.
- Respectful behavior in class. (Disruptive or disrespectful behavior—including arriving late and leaving early—will lower grades.)

*I often call upon students and may not wait for students to volunteer themselves.*

[Click here for the grading rubric, which includes class participation.](#)

### **Absence policy**

**The work we do in class** is an essential part of your learning experience, and your contributions to class contribute to the learning of your peers. Absences mean a student is missing part of the learning experience and is not contributing to our community's learning. Absences therefore will lower a student's participation grade.

- After 1.5 week's worth of absences (4 for MWF classes, 3 for T/Th classes), each additional absence will deduct 10% points from the Participation grade. Athletes, students with an emergency (e.g., death of a parent), and ill students should contact the professor immediately about making up missed participation. Other absences cannot be made up; all makeups are at the discretion of the professor.
- Lying to avoid a penalty is a violation of the Honor Code
- Make friends: Students who miss class should check the website, read their email messages, and get notes from a peer before coming to talk to the professor about missed material.

**This particular class is workshop-based and hands on. Dr. S cannot provide makeup Digital Tutorials for absent students. Come to class whether you have done the reading or not, whether you have done the homework or not. Missing class will severely affect the other parts of your class grade.**

### **Digital Tutorials**

We will have tutorial assignments for many of the tools and technologies we will use in the class. The assignments and dates will be on the syllabus.

Typically, I will introduce a tool or technology in class, you will work on it as homework, and we will review and discuss in the next class session.

Each part of a Digital Tutorial will be assigned points. Students will earn full credit for completing the requirements of the DT assignment.

### **Final Project**

Students will also have a final collaborative project using the tools, methods, and critical theories from this semester on a digital humanities research question.

This project will have phases, such as brainstorming, project proposal, beta/draft phase, final version, documentation. Each phase will have its own deadline and grade.



## Grades

### Final Grade Breakdown

Participation and attendance: 10%

Class blog posts and comments: 20%

Tutorial assignments: 40% total (broken across the different tutorials)

Final project: 30% (broken across stages)

### Grading Rubric

Grading criteria and rubrics will be provided for particular assignments. My general Grading Rubric is:

A Reserved for excellence. The assignment, paper, exam, class participation, etc., demonstrates all the qualities of a B and demonstrates originality or complexity in thinking.

B Assignments, exams, and papers fulfill all the requirements of the assignment, demonstrate strong competency in the course material, and are well proof-read. Participation demonstrates preparation and critical thinking about the material.

C Assignments, exams, papers, participation, etc., demonstrate preparation and competency in the course material but are deficient in one of the key elements of B quality assignments, etc.

D Shows little competency in the subject or is missing more than one key element of B quality assignments, etc.

F Demonstrates little to no competency in the subject matter and/or is missing several elements of B quality assignments, etc.

### Grade Scale

93-100 A

90-92.9 A-

87-89.9 B+

83-86.9 B

80-82.9 B-

77-79.9 C+

73-76.9 C

70-72.9 C-

67-69.9 D+

60-66.9 D

0-59.9 F

### Late & Makeup Policies

Late blog posts and comments will earn zero points, since their timeliness is required to advance class discussion.

Digital Tutorial assignments due in class are due at the beginning of class; students absent from class for whatever reason should email their completed assignment to the professor by the beginning of class time. ([Please note the absence policy under Attendance & Participation, as well!](#))

**For this class, the late policy described in this paragraph applies primarily to the scaffolded sub-assignments on the final project. Almost all other assignments are required on time due to class activities and discussion, as mentioned above.** Assignments submitted late will be penalized 10% per 24-hour period late. (E.g., an assignment due Wednesday in class but was submitted on Thursday at 9 am that would have earned 45 out of 50 points now earns 40; if submitted at 5 pm Thursday, it would earn 35.)



Extensions on assignments and rescheduling in-class presentations, activities, etc., will be provided only in emergencies (e.g., death of a parent, severe illness, etc.) or unavoidable conflicts with another required university commitment (such as an athletic competition) with advance notice. Students with an emergency should contact the professor to make alternative arrangements immediately.

## Resources

The most important resources for the course are:

- The [Sakai](#) site, which will have announcements, assignments, and additional resources
- The course website at <http://dh2015.carrieschroeder.net>
- The University Writing Center (website at <http://pacificwritingcenter.weebly.com> )
- The Office of Services for Students with Disabilities in the McCaffrey Center, Rm. 137. Phone: 209-946-3221. Email: [ssd@pacific.edu](mailto:ssd@pacific.edu). Online: [www.pacific.edu/disabilities](http://www.pacific.edu/disabilities)
- Me! In office hours
- Dropbox at [www.dropbox.com](http://www.dropbox.com). Save copies your blog post drafts, class notes, etc., here so you don't lose them if your computer crashes!!! Backup early, backup often, backup easily.

Scroll down for more info on DH resources, Writing resources, Disability services, etc.

## DH Resources

The University Library has a [Digital Humanities resource page](#) with links to a ton of resources.

If you are look for help with a particular tool or technology, that tool's homepage often has tutorials and resources, as well. (Google your tool.)

Ask your classmates for help!

The [Programming Historian site](#) and [UCLA's DH 101 syllabus](#) also link to tutorials.

## Writing Resources

### Writing Center

*Writing* is a key skill even in DH. To improve your blog posts and the narrative sections of your final projects, consider visiting the Writing Center!

The Writing Center at the University of the Pacific is a great resource for students **at any stage in the writing process**, from beginning to develop ideas to revising near-final drafts.

Visit the [Writing Center website](#) for the schedule of writing mentors this semester. When you go to the Writing Center to meet with a mentor, bring:

- the assignment your professor gave you
- your drafts and/or notes of the assignment
- any other course materials you think are relevant for the assignment

## Purdue OWL

Another great writing resource is the [Purdue University Online Writing Lab](#) website. My favorite parts of the site are:

- [APA, MLA, and Chicago citation format guides](#)
- Resource on [developing concise writing](#) (avoiding wordiness and repetition), including awesome exercises called [the “Paramedic Method”](#) to give your wording writing some first aid to make it more concise!
- Resource on [improving sentence clarity](#).

## Disability Resources

If you are a student with a disability who requires accommodations, please contact the Director of the Office of Services for Students with Disabilities (SSD) for information on how to obtain an Accommodations Request Letter. **To ensure timeliness of services, please obtain the accommodation letter(s) from the Office of SSD at the very beginning of the semester.** Depending on course and session, the wait time may be as long as 1-2 weeks or as short as 1-2 days. After I receive the accommodation letter, please schedule a meeting with me during office hours or some other mutually convenient time to arrange the accommodation(s).

The Office of Services for Students with Disabilities is located in the McCaffrey Center, Rm. 137. Phone: 209-946-3221. Email: [ssd@pacific.edu](mailto:ssd@pacific.edu). Online: [www.pacific.edu/disabilities](http://www.pacific.edu/disabilities)

*Pacific’s 3-Step Accommodation Process:*

1. Student meets with the SSD Director and provides documentation and completes registration forms.
2. Student requests accommodation(s) each semester by completing the Request for Accommodations Form.
3. Student arranges to meet with his/her professors to discuss the accommodation(s) and to sign the Accommodation Request Letter

## Credits

This course has been adapted directly from prior work at:

- [DH101 at UCLA](http://dh101.humanities.ucla.edu/) <http://dh101.humanities.ucla.edu/>
- Miriam Posner’s [blog](http://miriamposner.com/) <http://miriamposner.com/> and [2014 DH course](http://miriamposner.com/dh101f14/) (<http://miriamposner.com/dh101f14/>)
- Annie Swafford’s [Intro DH course](#)
- Jentery Sayers’ [Intro DH course](#)

I am very grateful to all of them for posting their course materials online for others to remix and reuse.

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This course also benefitted from the readings, discussion, activities, and ethos of the DHSI Feminist DH course taught by Jacqueline Wernimont and Elizabeth Losh, and countless Twitter and FB conversations with DHers all over.

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