

Schedule Fall 2015, printed 8/24/2015

Schedule

This page was last updated Monday 8-24-2015 9:40 am.

Course schedule is subject to change. Changes will be announced in class, and this course schedule will be updated. Students are responsible for staying up to date on course assignments and schedule.

Changes to schedule will be marked in RED.

Students: For every class, [prepare for class ahead of time](#). This means not just doing the readings or tutorials, but doing them, reflecting on them, annotating them/taking notes, preparing questions for class, [and sometimes more](#).

Week 1: Introductions (August 24-28)

T Introductions

In class: introductions, surveys

Th Our relationships with technology

Read before class:

- Ian Bogost, [“The Cathedral of Computing”](#)
- N. Katherine Hayles, “Toward Embodied Virtuality” ([pdf behind password](#)—check email for password)

In class: discussions of readings + activity based on Miriam Posner’s “How Did They Make That”

Week 2: (Aug 31-Sept 4)

This week we begin Digital Tutorial #1 on WordPress worth 100 points and Digital Tutorial #2 on Voyant worth 100 points

T Why are we here

Read/do before class:

- Register for Class Blog (10 points DT1) and post test Blog Post (10 points DT1)
- Kathleen Fitzpatrick, “The Humanities Done Digitally” in *Debates in the Digital Humanities* <http://dhdebates.gc.cuny.edu/debates/text/30>
- Tara McPherson, “Why are the Digital Humanities So White? or Thinking the Histories of Race and Computation” in *Debates in the Digital Humanities*: <http://dhdebates.gc.cuny.edu/debates/text/29>

In class:

- Discussions
- Introduction to [Voyant](#) using
 - <http://voyant-tools.org/>
 - <http://disc.library.emory.edu/lincoln/voyant/>
 - <http://docs.voyant-tools.org/category/workshops/>

Th Text Analysis: Exploring with Voyant Tools

Read/do before class:

- Andrew Smith's [Commentary](http://andrewsmith.wordpress.com/2011/08/21/the-promise-of-digital-humanities/) (<http://andrewsmith.wordpress.com/2011/08/21/the-promise-of-digital-humanities/>)
- Visit William Turkel, [Data Mining with Criminal Intent](http://criminalintent.org/getting-started/) (<http://criminalintent.org/getting-started/>)
- Use the dataset I provide to play around with Voyant <http://voyant-tools.org/>; use multiple aspects of the tool and save images. Resources if you need them:
 - DH101 tutorial http://dh101.humanities.ucla.edu/?page_id=172
 - Example at <https://postapocalypticcities.wordpress.com/2013/05/02/voyanttools/>
 - Screencast tutorials on Voyant Tools <https://www.youtube.com/playlist?list=PLDCADF35691404F54>
- Course Blog posts (Groups A & B) should be about Drucker and about what you did or did not learn about the text(s) using Voyant (will count toward blog and 70 points DT2); comment on 2 other peers' blog posts

In class:

- Discussion of readings and Voyant
- Small groups: refine your work with Voyant and post to blog (20 points DT2)

Week 3: (Sept 7-11)

T What are we doing?

Read/do before class:

- Mark Sample, "The Digital Humanities is Not about Building, It's about Sharing," <http://www.samplereality.com/2011/05/25/the-digital-humanities-is-not-about-building-its-about-sharing/>
- Lisa Spiro, "'This is Why We Fight': Defining the Values of the Digital Humanities in *Debates in the Digital Humanities* <http://dhdebates.gc.cuny.edu/debates/text/13>

In class:

- Class does not meet today. Instead, **by 1 pm everyone** write a blog post answering the questions: What is the Digital Humanities? Why the Digital Humanities? Reference points from each of the two assigned pieces as well as your own experiences in class in the past two weeks. You may have multiple answers to this question or one answer; you may have a critical take on DH or a positive one or a multifaceted one.

Th Inclusion and Universal Design

Read/do before class:

- George H. Williams, "Disability, Universal Design, and the Digital Humanities," in *Debates in the Digital Humanities* <http://dhdebates.gc.cuny.edu/debates/text/44>
- Planet Money, "When Women Stopped Coding" <http://www.npr.org/sections/money/2014/10/21/357629765/when-women-stopped-coding>
- Think about what name you want for your own web domain; we will register in class next week.

In class:

- Class does not meet today. Instead, **by 1 pm:**
 - **respond to TWO blog posts from your peers from Tuesday.** Posts should be analytical, non-trivial, and



demonstrate reflection on both the course materials and your peers' analysis of these materials.

- **write a new blog post responding to the questions:** What is your experience with computers and technology, and how is it similar to or different from the experiences Williams and the podcast describe? Why do the issues Williams and the podcast mention matter?

Week 4: (Sept 14-18)

Digital Tutorial #3: Text Analysis with AntConc (100 points)

T Text Analysis Continued: Dig Deeper with AntConc

Read/do before class:

- Drucker, "Distant Reading and Cultural Analytics" http://dh101.humanities.ucla.edu/?page_id=62 (READ the whole thing; Click through the links in sections A, B, D and Case Study: On Distant Reading; you can skip the Case Study: Cultural Analytics for now.)
- Download proper version of [AntConc](http://www.laurenceanthony.net/software/antconc/) for your computer <http://www.laurenceanthony.net/software/antconc/> & [movie reviews dataset for class](https://db.tt/2PsC23px) <https://db.tt/2PsC23px> (10 points)

In class

- Follow up on last week
- Tutorial based on [Programming Historian Tutorial](http://programminghistorian.org/lessons/corpus-analysis-with-antconc) <http://programminghistorian.org/lessons/corpus-analysis-with-antconc> (40 points for work in class)

Extra Credit: Thursday noon: Lecture on Digital Teaching and Learning by Dr. Jim Groom

WPC 140

Lunch in hallway starts at 11:30, Lecture starts promptly at noon

Be sure Dr. S sees you (and sees you being attentive) there

Th

Read/do before class

- Lisa Nakumara, "[Measuring Race on the Internet: Users, Identity, and Cultural Difference in the United States.](#)" from *Digitizing Race*
- homework involving working with AntConc (50 points)
- Group A: blog post by 9 pm on Nakumara; Group B: 2 comments by class time.

Week 5: (Sept 21-25)

T Sharing and Publishing Online

Read/do before class:

- Emory University Domain of One's Own pages on [Privacy](http://docs.emorydomains.org/general_information/privacy_and_domain_of_one_s_own) and [Digital Citizenship](http://docs.emorydomains.org/general_information/digital_citizenship/digital_citizenship); for [Digital Citizenship](http://docs.emorydomains.org/general_information/digital_citizenship/digital_citizenship) be sure to click through to the three additional pages linked at the bottom. (http://docs.emorydomains.org/general_information/privacy_and_domain_of_one_s_own & http://docs.emorydomains.org/general_information/digital_citizenship/digital_citizenship)
- David Golumbia, "[Crowdforging: When What I Share is "Yours"](http://www.uncomputing.org/?p=1658)" <http://www.uncomputing.org/?p=1658>
- Anne Gilliland, "[Setting the Stage.](#)" from Murtha Baca, ed., *Introduction to Metadata* (Los Angeles: Getty, 2008)



- “Metadata can expose person’s identity even without name” <http://www.wsj.com/articles/metadata-can-expose-persons-identity-even-when-name-isnt-1422558349>
- Group B: blog post by 9 pm; Group A: 2 comments by class time.

In class:

- Discussion of readings/blog posts
- Domain registration
- DT1: WordPress Themes (including universal design/accessible design)
- Licensing and fair use <http://creativecommons.org/>
& http://www.britishmuseum.org/join_in/using_digital_images/using_digital_images.aspx

Th Collaboration and Working Together

Read/do before class

- Cathy Davidson, [“What if Scholars in the Humanities Worked Together in a Lab?”](http://chronicle.com/article/What-If-Scholars-in-the/24009)
<http://chronicle.com/article/What-If-Scholars-in-the/24009>
- [Collaborators Bill of Rights](http://mcpres.media-commons.org/offthetracks/part-one-models-for-collaboration-career-paths-acquiring-institutional-support-and-transformation-in-the-field/a-collaboration/collaborators%E2%80%99bill-of-rights/)
<http://mcpres.media-commons.org/offthetracks/part-one-models-for-collaboration-career-paths-acquiring-institutional-support-and-transformation-in-the-field/a-collaboration/collaborators%E2%80%99bill-of-rights/>

Class does not meet today. EVERYONE: Write a post to the course blog by 1 pm. Comment on two peers’ posts by Friday.

Week 6: (Sept 28-Oct 2)

T Creating, Remixing, and Sharing Online: Potentials and Pitfalls

Read/do before class:

- Melissa Terras, [“Re-use of Digitised \[Cultural Heritage\] Content”](http://melissaterras.blogspot.com/2014/10/reuse-of-digitised-content-1-so-you.html)
<http://melissaterras.blogspot.com/2014/10/reuse-of-digitised-content-1-so-you.html>
- Robert Leopold, [“Articulating Culturally Sensitive Knowledge Online: A Cherokee Case Study”](#)
- DT1 WordPress
 - Install WordPress blog on your main personal domain (DT1 10 points)
 - Select a WordPress Theme and install (DT1 20 points)
 - Create an About page (20 pts); be sure it is in your website menu (10 points)
- Group A: blog post by 9 pm; Group B: 2 comments by class time.

In class:

- Discuss last Thursday’s readings and blog posts
- Discuss readings
- DT1: Plug-ins; discuss and install plug-ins on domains; customize themes

Th Archives and Collections

Read/do before class

- Amy E. Earhart, [“Can Information Be Unfettered? Race and the New Digital Humanities Canon”](http://www.dhdebates.gc.cuny.edu/debates/text/16) In *Debates in the Digital Humanities* or online <http://www.dhdebates.gc.cuny.edu/debates/text/16>



- Jerome McGann, “[Radiant Textuality](http://people.virginia.edu/~erc6cb/mcgann-1996-radiant-textuality.pdf)” <http://people.virginia.edu/~erc6cb/mcgann-1996-radiant-textuality.pdf>
- Visit some online archives:
 - Shelley-Godwin Archives
 - [Invisible Australians](http://invisibleaustralians.org/faces/) <http://invisibleaustralians.org/faces/>
 - [Tombouctou Manuscripts Project](http://www.tombouctoumanuscripts.org/) <http://www.tombouctoumanuscripts.org/>
- Group B: blog post by 9 pm; Group A: 2 comments by class time.

In class:

- Discussion

Week 7: (Oct 5-Oct 9)

Note: This week we begin online Tutorial #4: Omeka Exhibits (worth 200 points)

T Reading Sources, Creating DH Research Questions

Read/do before class:

- Background on martyrdom and early <http://www.pbs.org/wgbh/pages/frontline/shows/religion/why/martyrs.html>
- Acts of Perpetua and Felicitas
- Visit <http://omeka.net> and <http://info.omeka.net/showcase/>
- Blog posts should be about *Perpetua and Felicitas*; Group A: blog post by 9 pm; Group B: 2 comments by class time.
- Accept invitation to course Omeka site (10 points)

In class:

- Discuss *Perpetua and Felicitas* (blog posts, brainstorm: what more do you want to know about P & F and their time?)
- Introduction to Omeka
with <http://miriamposner.com/blog/wp-content/uploads/2013/03/Up-and-Running-with-Omeka2.pdf> and
http://dh101.humanities.ucla.edu/?page_id=104

Th Beginning our online collections and exhibits

Read/do before class:

- Find three digital/digitized objects from antiquity (material culture in a variety of forms: in museums, on site, digital reconstructions etc.) that help you address one or more of our questions about P & F and their time (50 points)
 - be sure they are from a reliable source
 - do you have permission to remix/repost?
- Read on classification: http://dh101.humanities.ucla.edu/?page_id=33
- No blog posts

In class:

- Discuss Collaborations from Thursday
- Upload ONE object per student to Omeka, including metadata (10 points)
- Begin creating Collections

Week 8: (Oct 12-Oct 16)



We are finishing up the Omeka tutorial

T Building together

Read/do before class:

- Finish uploading three digital objects to our Omeka site, including their metadata (40 pts)
- Add your objects to Collections (or create a new Collection if none fit) (10 points)
- No blog posts

In class:

- In groups begin creating exhibits for our Omeka site (30 pts); tie exhibits to our questions about *Perpetua and Felicitas*

Th Class project review

Read/do before class:

- Update about page on Omeka site (10 pts)
- Groups finish work on Omeka exhibits. (40 pts)
- No blog posts

In class:

- Review class Omeka site and exhibits

Week 9: (Oct 19-23)

Mini Digital Tutorial (#5, 50 pts)

T Getting comfortable with data in spreadsheets

Read/do before class:

- Read Nathan Yau, [Visualize This, chapter 1](#)
; <https://play.google.com/books/reader?id=CB9XRIv9oigC&printsec=frontcover&output=reader&hl=en&pg=GBS.PP5>
- Read Johanna Drucker, [“Humanities Approaches to Graphical Display”](#)
<http://digitalhumanities.org/dhq/vol/5/1/000091/000091.html>
- Get a Google account (10 points for DT #4)
- Download spreadsheet at bit.ly/cushmancollection (10 points DT #4)
- Group B: blog post by 9 pm; Group A: 2 comments by class time.

In class:

- Discuss Drucker & Yau
- Google Fusion Tables Workshop [based on [Miriam Posner’s workshop](#)] (30 points based on in class work)

Digital Tutorial #6 Mapping (150 points)

Th Mapping across space and time



Read/do before class:

- Jenna Hammerich, "[Humanities Gone Spatial.](http://now.uiowa.edu/2013/09/humanities-gone-spatial)" <http://now.uiowa.edu/2013/09/humanities-gone-spatial>
- Dunn, Stuart. "Space as Artefact: A Perspective on 'Neogeography' from the Digital Humanities", in *Digital Research in the Study of Classical Antiquity*, Ashgate, 2010, 53-69.
- EVGroup A: blog post by 9 pm; Group B: 2 comments by class time.
- Check out Palladio
 - <http://palladio.designhumanities.org/#/>
 - <http://hdlab.stanford.edu/lab-notebook/palladio/2014/06/20/full-video-tutorial/>
 - <http://hdlab.stanford.edu/lab-notebook/palladio/2014/08/21/Marcus/>

In class:

- Discussion
- Antiquity a la carte mapping tutorial
- Begin collaboratively creating a map and spreadsheet related to *Acts of Perpetua and Felicitas*

Week 10: (Oct 26-30)

T Mapping Martyrs

Read/do before class:

- Read additional acts of Christian martyrs tbd
- Annotate your text by noting wherever information that could be useful for mapping your text across *space* or *time* appears (highlight, make a note, etc.)
- Add two locations (your choice) to your Antiquity a la Carte map (50 pts)
- EVERYONE: Blog post about the text and your map so far; no comments required

In class (50 pts for in class work):

- Add to your Antiquity a la cart map
- Add to our collective spreadsheet

Digital Tutorial #7 Neatline across space and time begins (150 pts)

Th Mapping across time with Neatline #1

Read/do before class:

- Visit <http://neatline.org/demos/> and explore some of the exhibits people have created with Neatline
- More TBD

In class:

- Neatline workshop/tutorial

Week 11: (Nov 2-Nov 6)

T Mapping across time with Neatline #2



Read/do before class:

- Neatline assignment (details TBD)

In class:

- Review Neatline assignment
- Begin discussing final project, form groups

Th Network Analysis

Begin Digital Tutorial #8 on Network Analysis with Palladio (150 points)

Read/do before class:

- Scott Weingart, "[Demystifying Networks](http://www.scottbot.net/HIAL/?p=6279)" <http://www.scottbot.net/HIAL/?p=6279>
- Kieran Healy, "[Using Metadata to Find Paul Revere](http://kieranhealy.org/blog/archives/2013/06/09/using-metadata-to-find-paul-revere/)," <http://kieranhealy.org/blog/archives/2013/06/09/using-metadata-to-find-paul-revere/>
- Group B: blog post by 9 pm; Group A: 2 comments by class time.

In class:

- Discussion of readings
- Discussion of networks in *Perpetua and Felicitas*
- Begin in-class [Palladio network tutorial](#)
: <http://programminghistorian.org/lessons/creating-network-diagrams-from-historical-sources>
- Create spreadsheet template for class Network project

Week 12: (Nov 9-13)

T

Read/do before class:

- Following the model of the tutorial from last time, begin adding to our class spreadsheet for social networks in *Perpetua and Felicitas* (DT8 50 points)
- No blog posts

In class:

- Review collective spreadsheet
- Import into Palladio and create network visualizations (in class work 50 points)
- Discuss what we learn from the visualizations

Th

Read/do before class:

- EVERYONE Blog post about network analysis using visualizations from last class sessions (50 points DT8); no comments required
- Brainstorm project research questions and tools/resources need to address the questions



In class:

- Work on Group Projects

Week 13 (Nov 16-20)

T

Read/do before class:

- Write up Group Project proposal, Charter, bibliography

In class:

- HTML
- Add HTML to your WordPress site
- Work in groups

Th

Read/do before class:

- Continue to work on group projects

In class:

- Continue to work on group projects

Week 14: (Nov 23-27)

T-Th Class does not meet because Dr. S is at the Annual [AAR/SBL conference](#) & Thanksgiving; work on projects

Week 15: (Nov 30-Dec 4)

T Project presentations

Th Project presentations & course evaluations

Finals Week

Last refinements to Projects must be done by Tuesday 12/8 at 3 pm.