

DH285: Introduction to Digital Humanities

Fall 2017 | T/TH 10:20-11:40am | Linton Hall 120

Syllabus available on Trello:

<https://trello.com/b/pfRxGbUq/intro-to-digital-humanities-dh-285-2017>

Instructor Information

Kristen Mapes

308 Linton Hall, Michigan State University

kmapes@msu.edu | @kmapesy | 517-884-1712

Office hours: Mon, 10:00am-11:00am, Tues, 11:40am-12:40pm

Contacting the Instructor

The best way to get in touch with me is via the Intro DH MSU 2017 Slack network. I am also available via email and Twitter, but I will be checking Slack regularly. You are welcome to set up an appointment to meet with me during the week or to drop in during office hours.

Course Goals and Learning Objectives

The goals of this course are to:

- explore a broad spectrum of perspectives on the digital humanities
- engage with a variety of digital humanities tools in order to choose the most appropriate technology to facilitate different work in different situations
- develop familiarity with a range of digital humanities projects, as well as the ability to evaluate the tools and methods involved in creating those projects
- become more thoughtful, critical, and reflective users of digital tools, technologies, and spaces by understanding that all technologies are complex, socially situated, and political tools through which humans make meaning

By the end of this course, students will be able to:

- identify resources for digital humanities community and assistance at MSU and beyond
- critically discuss digital humanities projects in light of current methods and theoretical approaches to the field
- explain how digital humanities methods and practices are applied in different disciplines
- plan, develop, and evaluate a digital humanities research project

Required Materials

- *The Harlem Renaissance: A Very Short Introduction*, Cheryl A. Wall, Oxford University Press, 2016. ISBN: 9780199335558



Assignments

Disciplinary Presentation	10%
Project critique (x4)	5%
Exam	20%
Final Project	35%
Attendance and Participation	15%

Grading Scale

This course uses MSU's 4.0 grading scale. Credit will not be awarded for a score below 1.0 (59% or below).

4.0	92-100%
3.5	86-91%
3.0	80-85%
2.5	75-79%
2.0	70-74%
1.5	65-69%
1.0	60-64%

Extra Credit

Opportunities to earn extra credit will be offered throughout the semester. These may include additional tutorials, workshop attendance, attending a digital humanities related lecture, etc. Opportunities will be listed and updated in the "Extra Credit Opportunities" list in Trello.

Embedded Librarian

Throughout the course, Megan Kudzia, Digital Scholarship Technology Librarian at MSU, will be available for assistance. She will attend a number of course sessions and be a fantastic resource as you work on your final projects. Feel free to ask her questions on Slack, via email (kudzia@mail.lib.msu.edu), and in person at the Main Library (by appointment).



Course Policies

Course Technologies

You will need to have access to certain digital technologies in order to complete your work. In some instances, these technologies may be new to you. You are responsible for making time to ramp up, troubleshoot, and learn. This activity will require your patience, can-do attitude, and sense of adventure.

- Access to <https://googleapps.msu.edu> for access course materials and complete your course work. You will also need access to a non-MSU google account at a couple of points. You may use your own Google account or create one specifically for the class.
- Your @msu.edu e-mail account. Check this email often (several times every day).
- A **Trello** account. Sign up using your @msu.edu email account at <https://trello.com/invite/dh285introtodh2017/1779b6151070150276f8f308f69c4975>. Only your classmates, our embedded librarian, and I will be able to see the project boards you create (unless you choose to make yours public). See trello.com/guide for an introduction to using this project management tool.
- A **Slack** account. Sign up using your @msu.edu email account at <https://join.slack.com/t/introdhmsu2017/signup>. Only your fellow classmates, our embedded librarian, and I will be able to see this channel, so it is relatively private. See slack.com/getting-started for tips and tutorials about how to use Slack effectively for team communication.

If you are going to use a laptop or any other technology during class, make sure that it is not a distraction to yourself or others. Do not take phone calls, update your status, or text during class unless you have made arrangements with me ahead of time (due to some sort of emergency or care issue). Avoid using technology as a barrier to actively engaging during class. Instead, let it either augment our discussions or turn it off. You will need to have access to certain digital technologies in order to complete your work. In some instances, these technologies may be new to you. You are responsible for making time to ramp up, troubleshoot, and learn. This activity will require your patience, can-do attitude, and sense of adventure.

Attendance

Attendance is mandatory for this class. You are allowed two unexcused absences; further absences will result in the deduction of a third of a point from your final grade. If you miss a class, I do not need to know the reason why unless it is because of a death in the family or a religious holiday.

Lateness disrupts the entire class, especially in a small discussion course like ours. If you are more than 10 minutes late, I will mark it as half an absence.



Late Assignments

Assignments are due at the beginning of the class period on the day they are due. Any assignment turned in on the same day as the deadline but after the beginning of class will lose points. Assignments turned in later than the due date will not be accepted.

Ethics and Academic Integrity

The work you submit must be produced originally for this class. An additional expectation is that you will follow this basic ethical obligation: You should credit others' contributions to your work. You should not claim, as your own, work (or writing) that is not your own. To do so is considered plagiarism. It is perfectly appropriate for you to borrow graphics, to quote passages, and to use ideas from others. However, whenever you do that, follow appropriate conventions for citing and using your sources. Procedures for responding to cases of academic honesty and possible repercussions are outlined in Spartan Life: Student Handbook and Resource Guide. They can also be found on the web at: <http://www.msu.edu/unit/ombud/honestylinks.html>

Special Needs and Accommodations

To receive accommodation for any disability, students must first register with the Resource Center for Persons with Disabilities. The RCPD will request appropriate documentation and make a determination regarding the nature of the accommodation to which a student is entitled. The RCPD will then give the student a "visa" that specifies the kind of accommodation that may be provided. It is then the responsibility of the student seeking accommodation to present the visa to his/her instructor.

That said, we all learn in different ways and process information differently. Please talk to me as soon as possible about your individual learning needs and the ways in which we can accommodate you. Even if you do not have a documented disability, remember that there are support services available to you at MSU such as the Writing Center (<http://writing.msu.edu>) and the Learning Resources Center (<http://lrc.msu.edu>).



Assignments

Disciplinary Presentation (10%)

Present digital humanities approaches within a particular discipline. Each student will present on a different discipline and should include examples of several project examples in the presentation.

Plan a 5 minute presentation, which should address the following points:

- How has DH impacted this discipline?
- What methods does DH in this discipline use?
- What are some of the well known DH projects in the discipline?

The research done for this assignment will familiarize you with concrete examples and a range of approaches to DH from the traditional disciplines. Presentation experience will provide students with confidence in discussing DH trends.

See the Trello card for the assignment for discipline options and for research resources (<https://trello.com/c/dkruAvsg/34-disciplinary-presentation>).

Digital Humanities Project Critiques (4 over the course of the semester, 5% each)

Digital Humanities projects come in many forms, rely on a wide array of data types, and involve any manner of technologies. Becoming accustomed to navigating a project site and exploring how each project approached its data, process, and presentation is a crucial skill for this class.

Select any DH project you wish (except those that we have already analyzed in class). Explore the project goals, what type of data it used, how that data was found and/or transformed, what technologies were used, and why. Copy the Project Evaluation Template document (go.cal.msu.edu/dhprojectevaltemplate) and fill it out as you analyze the project. Include your own analysis of how successful you think the project was in achieving its aims, and why or why not.

This is a short, 1 page, report, so be concise and clear. At the top of your paper, be sure to include your name, the project title, primary authors/contributors, and the URL.

Exam (20%)

Final Project (35%)

Students may work in groups (size determined by topics and interests) or individually to examine a research question using digital humanities methods. Each group will be tasked with dividing duties according to each group member's strengths, selecting appropriate data and tools to conduct the research, and determining the deliverable type (e.g. multimedia website, map, network, etc).



During the semester, the following assignments will be due before the submission of the project on the final day of class.

- Project Proposal - Single page description of the research question being posed, ideas for where data to analyze will come from, proposed methods for analysis, and proposed final deliverable.
- Draft Presentation - You will give a 5 minute presentation to the class. At this presentation, the project should be as complete as possible so as to allow for feedback and advice from the rest of the class and the professor. The presentation should share the final deliverable, what it is meant to accomplish, and discuss challenge or problem areas where the group or individual could benefit from the collective assistance of the class.
- Project Presentation - 10-12 minute presentation of the final project, including methodology, during the final class day

A full description of the final project requirements and grading criteria may be found here

(<https://docs.google.com/document/d/1BeXQukxVsxF9agV-YIfQu6bz88D93bmNzc9ly6A9aUs/edit>)

Attendance and Participation (15%)

Active participation in the course is required. See the attendance policy for information about absences and how they affect your grade. Come to class prepared to discuss the readings due that day and/or having explored the tools we will be learning. Plan on expressing your ideas, frustrations, questions, and confusions. This is a small, discussion based class, so we have the opportunity to delve deeply into issues. Participation also extends to the online portal to the course, the Intro DH MSU 2017 Slack network. You periodically will be required to post something in Slack before class about the readings and assignments. Doing so on time will count toward your overall participation grade. Slack is a fantastic resource for airing questions and comments and sharing ideas and resources that don't come up in class. Contributing to the conversation in Slack will help improve your participation grade.



Schedule

See Trello as reading assignments for the following classes are finalized.

August 31 (Thurs) - Introduction

Introductions and syllabus review. Brief tutorial on using the class technologies of Trello and Slack.

September 5 (Tues) - Digital Humanities Intro and History, Part 1

Discussion of what digital humanities is and where it came from.

Readings due [everyone reads]:

- Humanities to Digital Humanities, Anne Burdick, Johanna Drucker, Peter Lunefeld, Todd Presner, Jeffrey Schnapp, *Digital Humanities*, MIT Press, 2012, p. 3-26 [[available via MSU Libraries as an ebook](#)]
- Making the case for the Black Digital Humanities, Kim Gallon, *Debates in the Digital Humanities*, 2016, <http://dhdebates.gc.cuny.edu/debates/text/55>

Readings due [divided up so you only read one]:

- The Humanities, Done Digitally, Kathleen Fitzpatrick, *Debates in the Digital Humanities*, 2012, <http://dhdebates.gc.cuny.edu/debates/text/30>
- The history of humanities computing, Susan Hockey, *A Companion to Digital Humanities*, 2004, <http://www.digitalhumanities.org/companion/view?docId=blackwell/9781405103213/9781405103213.xml&chunk.id=ss1-2-1>
- What is Digital Humanities and what's it doing in English departments?, Matthew G. Kirschenbaum, *Debates in the Digital Humanities*, 2012, <http://dhdebates.gc.cuny.edu/debates/text/38>
- "This is why we fight": Defining the values of the Digital Humanities, Lisa Spiro, *Debates in the Digital Humanities*, 2012, <http://dhdebates.gc.cuny.edu/debates/text/13>

September 7 (Thurs) - Text, Part 1: Text Data, Digitization, and OCR

Readings due:

- Introduction, *Metadata*, by Jeffrey Pomerantz, MIT Press, 2015, p. 1-18 [see upload in Slack]
- Introduction: The Harlem Renaissance as History, Memory, and Myth, Jeffrey B. Ferguson, *The Harlem Renaissance: A Brief History with Documents*, Bedford/St. Martin's Press, 2008, p. 1-34, 188-189 [See Slack for the pdf]
- Claude McKay: New Site, Expanded Project (with Network Diagrams), Amardeep Singh, 2016, <http://www.electrostani.com/2016/11/claude-mckay-new-site-expanded-project.html>



- April 5, 1933, *Black Quotidian*, Matthew Delmont, <http://blackquotidian.com/anvc/black-quotidian/april-5-1933?path=index>

Projects to explore:

- The Charles Chestnutt Digital Archive, <http://www.chesnuttarchive.org>
- Claude McKay's Early Poetry (1911-1922): A Digital Collection, <https://scalar.lehigh.edu/mckay/index>
- Chronicling America, <http://chroniclingamerica.loc.gov>
- US News Map (which builds on the Chronicling America Project), <http://usnewsmap.com>

September 12 (Tues) - Text, Part 2: Text Analysis

Readings due:

- When the Negro was in vogue, *The Harlem Renaissance: A Very Short Introduction*, Cheryl A. Wall, Oxford University Press, 2016, p. 1-21
- Seven ways humanists are using computers to understand texts, Ted Underwood, 2015, <http://tedunderwood.com/2015/06/04/seven-ways-humanists-are-using-computers-to-understand-text/>
- Why I dig: Feminist approaches to text analysis, Lisa Marie Rhody, *Debates in Digital Humanities*, 2016, <http://dhdebates.gc.cuny.edu/debates/text/97>
- Using Google's N-Gram Viewer for historical textual analysis, Todd R., 2016, <http://juvenileinstructor.org/using-googles-ngram-viewer-for-historical-textual-analysis/>
- Pitfalls of using Google N-Gram to study language, *Wired*, 2015, <https://www.wired.com/2015/10/pitfalls-of-studying-language-with-google-ngram/>

In class, we will conduct text analysis using Voyant (<http://voyant-tools.org>).

September 14 (Thurs) - Doing Research

Readings due:

- Inventing new selves, *The Harlem Renaissance: A Very Short Introduction*, Cheryl A. Wall, Oxford University Press, 2016, p. 22-43
- Harlem: City of dreams, *The Harlem Renaissance: A Very Short Introduction*, Cheryl A. Wall, Oxford University Press, 2016, p. 44-67
- Best practice principles of designing your first project, Jennifer Guiliano and Simon Appleford, *devdh*, 2013, <http://devdh.org/lectures/design/bestpractice/> [listen to the podcast as well as looking at the slides]

Websites to explore:

- Explore the National Endowment for the Humanities Office of Digital Humanities featured projects page (<http://www.neh.gov/divisions/odh/featured-project>).



- Also, look at the most recent DH grants, awarded in summer 2017 (<https://www.neh.gov/divisions/odh/grant-news/announcing-new-2017-odh-grant-awards>).
- NEH White Papers collection in Humanities Commons, <https://hcommons.org/deposits/?tag=neh+white+papers>
- Digital Humanities Now, <http://digitalhumanitiesnow.org>
- Digital Humanities Awards, <http://dhawards.org>
- Digital Humanities Quarterly, <http://www.digitalhumanities.org/dhq/>
- DH Commons, <http://dhcommons.org>
- Digital Humanities Q&A, <http://digitalhumanities.org/answers/>
- HASTAC, <https://www.hastac.org>

September 19 (Tues) - Disciplinary Presentations

Assignment due: Disciplinary Presentation

September 21 (Thurs) - Beyond 2D, Part 1: Virtual Reality and Reconstruction

Readings due:

- What is Africa to me?, *The Harlem Renaissance: A Very Short Introduction*, Cheryl A. Wall, Oxford University Press, 2016, p. 68-87
- Making virtual worlds, Christopher Johanson, *A new companion to digital humanities*, Susan Schreibman, Ray Siemens, and John Unsworth, eds. 2015, p. 110-126 [available via MSU Libraries as an ebook, <http://catalog.lib.msu.edu/record=b11860138~S39a>]
- The man who rebuilt 1920s Harlem in virtual reality, Craig S. Baker, *The Atlantic*, 2015, <http://www.theatlantic.com/technology/archive/2015/06/the-man-who-rebuilt-1920s-harlem-in-virtual-reality/396089/>
- Understanding virtual experiences by configuring them, Patricia Harkin, *Configuring history: Teaching the Harlem Renaissance through virtual reality cityscapes*, James J. Sosnoski, Patricia Harkin, and Bryan Carter, eds., Peter Lang Press, 2006, p. 15-29 [see Slack for upload]

September 26 (Tues) - Beyond 2D, Part 2: Photogrammetry and 3D Modeling [Class will take place in LEADR, Old Horticulture 112]

The class will be held in LEADR, a DH lab in the History and Anthropology Departments. LEADR Assistant Director Alice Lynn McMichael will lead the class.

Background information: Photogrammetry is a process that uses photographs to measure a subject. It can also be used to map points and measurements from those photos onto a three-dimensional image in order to produce a digital 3D model. In some cases, researchers will then make a physical copy of the digital model using a 3D printer or other material.

Some questions to keep in mind for the readings below:

- How might we understand something better (or differently) by making a model of it?



- How and when should we include context when documenting cultural heritage objects or spaces?

Websites to check out and readings due:

- Sketchfab, especially the British Museum account: <https://sketchfab.com/britishmuseum>
- Cultural Heritage Spotlight: Maritime Archaeologists Use Photogrammetry to Document Historic Shipwrecks, Sketchfab blog, <https://blog.sketchfab.com/cultural-heritage-spotlight-maritime-archaeologists-use-photogrammetry-document-historic-shipwrecks/>
- The Ethics of 3D-Printing Syria's Cultural Heritage, Sarah Bond, *Forbes*, 2016, <http://www.forbes.com/sites/drsarahbond/2016/09/22/does-nycs-new-3d-printed-palmyra-arch-celebrate-syria-or-just-engage-in-digital-colonialism/#71d8c4602d26>
- Slick Replica of Palmyra's Triumphal Arch Arrives in New York, Prompting Questions, Claire Voon, *Hyperallergic*, 2016, <http://hyperallergic.com/323978/slick-replica-of-palmyras-triumphal-arch-arrives-in-new-york-prompting-questions/>

~~Class cancelled September 28 (Thurs) – Beyond 2D, Part 3~~

Assignment Due: Project Critique 1

~~Virtual Harlem project discussion and conversation with Bryan Carter~~

Reading due:

- Strong roots sink down, and Epilogue, *The Harlem Renaissance: A Very Short Introduction*, Cheryl A. Wall, Oxford University Press, 2016, p. 88-109, 110-116
- Virtual Harlem in the beginning: Retrospective reflections, Bryan Carter, *Configuring history: Teaching the Harlem Renaissance through virtual reality cityscapes*, James J. Sosnoski, Patricia Harkin, and Bryan Carter, eds., Peter Lang Press, 2006, p. 47-57 [see Slack for upload]
- The technologies used in the Virtual Harlem project, Jim Pyfer, *Configuring history: Teaching the Harlem Renaissance through virtual reality cityscapes*, James J. Sosnoski, Patricia Harkin, and Bryan Carter, eds., Peter Lang Press, 2006, p. 99-104 [see Slack for upload]

Project materials to explore:

- <https://www.evl.uic.edu/cavern/harlem/>
- <https://www.youtube.com/watch?v=xOl3Xmfca2s>

October 3 (Tues) - Mapping, Part 1

Readings due:



- Anatomy of a Web Map, Alan McConchie and Beth Schechter, <http://maptime.io/anatomy-of-a-web-map>
- Mapping the Geospatial Turn, Todd Presner and David Shepard, *A new companion to digital humanities*, Susan Schreibman, Ray Siemens and John Unsworth, eds. 2015, p. 199-212 [available via MSU Libraries as an ebook, <http://catalog.lib.msu.edu/record=b11860138~S39a>]

Projects to explore:

- The Negro Travelers' Green Book (USC project), <http://library.sc.edu/digital/collections/greenbookmap.html>
- Navigating the Green Book (NYPL project), <http://publicdomain.nypl.org/greenbook-map/>
- Mapping the Second Ku Klux Klan, 1915-1940, <https://labs.library.vcu.edu/klan/>
- A Red Record, Revealing Lynching in North Carolina, <http://lynching.web.unc.edu>

October 5 (Thurs) - Mapping, Part 2

Readings due and video lecture to watch:

- Johanna Drucker, Graphic Provocations: What Do Digital Humanists Want from Visualization?, Susan Hockey Lecture in Digital Humanities, University College London, 25 May 2016, <https://www.ucl.ac.uk/dh/events/SusanHockeyLecture/2016>
- Colin Gordon, "Red Lines, Black Lives", *Dissent*, October 25, 2016, <https://www.dissentmagazine.org/blog/redlining-black-lives-holc-mapping-inequality>
- "Gaps in the Map: Why We're Mapping Everything, and Why Not Everything Can, or Should, be Mapped", Shannon Mattern, September 18, 2015, <http://www.wordsinspace.net/shannon/2015/09/18/gaps-in-the-map-why-were-mapping-everything-and-why-not-everything-can-or-should-be-mapped/>

Projects to explore:

- Mapping Inequality, Redlining in New Deal America, <https://dsl.richmond.edu/panorama/redlining/#loc=4/36.71/-96.93&opacity=0.8>
- Mapping Prejudice, <https://www.mappingprejudice.org>
- Map of White Supremacy Mob Violence, <http://www.monroeworktoday.org/explore/map2/index.html>

October 10 (Tues) - Mapping, Part 3

We will spend time looking at the Digital Harlem project in depth. In class, we will explore mapping using Palladio (<http://hdlab.stanford.edu/palladio/>). The second part of class will be devoted to getting started thinking about your final projects.

Readings due:

- Mapping a Riot, Harlem 1935, <http://raceriohistorytoday.weebly.com/blog/mapping-a-riot-harlem-1935>



Project to explore:

- Digital Harlem, <http://digitalharlem.org>

October 12 (Thurs) - Design and the User: Accessibility and User Experience

Assignment due: Project Critique 2

Readings due:

- Chapters 1, 6, & 7 in *A Web for Everyone: Designing Accessible User Experiences*, Rosenfeld Press, 2013, p. 1-10, 88-99, 104-122, [available via MSU Libraries as an e-book, <http://catalog.lib.msu.edu/record=b10853616~S39a>]
- Disability, Universal Design, and the Digital Humanities, George H. Williams, *Debates in the Digital Humanities*, 2012, <http://dhdebates.gc.cuny.edu/debates/text/44>

Projects to explore:

- Ancient West African History, <http://www.thewright.org/teachingmodules/history/>
- Black New Yorkers, <https://blacknewyorkers-nypl.org>

October 17 (Tues) - Network Analysis, Part 1

Assignment due: Project ideas

Readings due:

- Using metadata to find Paul Revere, Kieran Healy, 2013, <http://kieranhealy.org/blog/archives/2013/06/09/using-metadata-to-find-paul-revere/>
- Definitions, Metadata, Jeffrey Pomerantz, MIT Press, 2015, p. 19-64 [will be available via MSU Libraries as an ebook]
- Use Metadata, *Metadata*, Jeffrey Pomerantz, MIT Press, 2015, p. 117-131 [will be available via MSU Libraries as an ebook]

Project to explore:

- The universe of Miles Davis, Matt Daniels, <http://polygraph.cool/miles/>

In class, we will explore making networks using Palladio (<http://hdlab.stanford.edu/palladio/>).

October 19 (Thurs) - Network Analysis, Part 2

Readings due:

- The Semantic Web, *Metadata*, Jeffrey Pomerantz, MIT Press, 2015, p. 152-186 [will be available via MSU Libraries as an ebook]



- Zen and the art of linked data: New strategies for a semantic web of humanist knowledge, Dominic Oldman, Martin Doerr, and Stefan Gradmann, *A new companion to digital humanities*, Susan Schreibman, Ray Siemens, and John Unsworth, eds. 2015, p. 251-273 [available online via MSU Libraries]

Projects to explore:

- Linked Jazz, <https://linkedjazz.org>
- NYPL Archive and Manuscript Explorer, <http://archives.nypl.org/terms>

October 24 (Tues) - Images and Databases, Part 1

Digital images and archives - workflows and metadata.

Project to explore:

- Umbra, <https://www.umbrasearch.org>

Podcasts to listen to:

- Frankie Manning and the Lindy Hop, Part 1, *Stuff You Missed in History Class*, May 18, 2015, <http://www.missedinhistory.com/podcasts/frankie-manning-and-the-lindy-hop-part-1.htm>
- Frankie Manning and the Lindy Hop, Part 2, *Stuff You Missed in History Class*, May 20, 2015, <http://www.missedinhistory.com/podcasts/frankie-manning-and-the-lindy-hop-part-2.htm>

In class, we will explore curating image collections using Palladio (<http://hdlab.stanford.edu/palladio/>).

October 26 (Thurs) - Images and Databases, Part 2 [Guest: Scott Schopieray]

Large scale image analysis and Imageplot/Image J lab

Readings due and projects to review:

- Information visualization concepts, Johanna Drucker, 2013, Introduction to Digital Humanities: Concepts, Methods, and Tutorials for Students and Instructors, UCLA, http://dh101.humanities.ucla.edu/?page_id=40
- What is visualization?, Lev Manovich, 2010, http://manovich.net/content/04-projects/064-what-is-visualization/61_article_2010.pdf
- <http://selfiecity.net/>
- <http://lab.softwarestudies.com/2010/11/one-million-manga-pages.html>
- <http://www.on-broadway.nyc/>



- Robots Reading Vogue, <http://dh.library.yale.edu/projects/vogue/>

Videos to be analyzed in class (watch or skim if you get a chance):

- Moon Over Harlem, 1939 feature film, <https://archive.org/details/MoonoverHarlem>
- Bessie Smith in St Louis Blues, 1929 clip, <https://www.youtube.com/watch?v=Rno76CUZCc8>

October 31 (Tues) - Text, Part 3: Topic Modeling

Assignments due: Project Critique 3, Project Proposal

Readings due:

- Topic modeling: A basic introduction, Megan R. Brett, *Journal of Digital Humanities* 2.1, 2012, <http://journalofdigitalhumanities.org/2-1/topic-modeling-a-basic-introduction-by-megan-r-brett/>
- Very basic strategies for interpreting results from Topic Modeling Tool, Miriam Posner and Andy Wallace, 2012, <http://miriamposner.com/blog/very-basic-strategies-for-interpreting-results-from-the-topic-modeling-tool/>
- What can topic models of PMLA teach us about the history of literary scholarship?, Andrew Goldstone and Ted Underwood, *Journal of Digital Humanities* 2.1, 2012, <http://journalofdigitalhumanities.org/2-1/what-can-topic-models-of-pmla-teach-us-by-ted-underwood-and-andrew-goldstone/> [be sure to click through to Figure 1, a browsable interactive network of topics]

Projects to review/explore:

- InPhO Topic Explorer, <http://inphodata.cogs.indiana.edu/>

In class, we will explore corpus creation with Zotero (<https://www.zotero.org>) and topic modeling with Topic Modeling Tool.

November 2 (Thurs) - Crowdsourcing

Readings due:

- Concepts, theories, and cases of crowdsourcing, Daren C. Brabham, *Crowdsourcing*, MIT Press, 2013, p. 1-10, 24-40 [available via MSU Libraries as an ebook, <http://catalog.lib.msu.edu/record=b10326633~S39a>]
- Crowdsourcing in the digital humanities, Melissa Terras, *A New Companion to Digital Humanities*, 2nd Edition, Edited by Susan Schreibman, Ray Siemens, John Unsworth, 2016, p. 420-438 [available via MSU Libraries as an ebook, <http://catalog.lib.msu.edu/record=b11860138~S39a>]



Projects to explore:

- What's on the Menu, <http://menus.nypl.org>
- Apollo Theater Cards, <https://transcription.si.edu/project/8821>

In class, we will explore crowdsourcing by looking at Zooniverse (<https://www.zooniverse.org>), Omeka (<http://omeka.org>) and Scripto (<http://scripto.org/omeka/>).

November 7 (Tues) Digital Humanities Introduction and History, Part 2

There will be a discussion of a recent debate in the world of DH. Please read the following 2 articles and select 1 additional interview article to read. *Before* class, post a few sentences in the #readingdiscussion channel of Slack summing up some of the key points from the article you read. Also, read the summaries of your classmates. This way, the discussion can be enriched by the breadth of voices in this conversation about what DH is.

Readings due (everyone):

- Neoliberal tools (and archives): A political history of digital humanities, by Daniel Allington, Sarah Brouillette, and David Golumbia, *The LA Review of Books*, 2016, <https://lareviewofbooks.org/article/neoliberal-tools-archives-political-history-digital-humanities/>
- Digital humanities in other contexts, Roopika Risam, 2016, <http://roopikarisam.com/uncategorized/digital-humanities-in-other-contexts/>
- The LA Review of Books did a series of interviews with researchers in DH. Select one to read. For background, see the landing page for this series, which includes a brief introduction (<https://lareviewofbooks.org/feature/the-digital-in-the-humanities>). The interviewees are:
 - Franco Moretti
 - Alexander Galloway
 - Laura Mandell
 - Richard Jean So
 - Bethany Nowviskie
 - Marisa Parham
 - Pamela Fletcher
 - David Golumbia
 - Sharon M. Leon
 - Jessica Marie Johnson
 - Ted Underwood

November 9 (Thurs) - Annotation

Assignment due: Project critique 4



In class, we will explore annotation using Hypothesis (<https://web.hypothes.is>), Omeka (<http://omeka.org>) and Neatline (<http://neatline.org>).

November 14 (Tues) - Work on Projects

Project to explore:

- The Roaring Twenties, <http://vectorsdev.usc.edu/NYCsound/777b.html>

November 16 (Thurs) - Work on Projects [Virtual Guest: Erin White]

Assignment due: Revised project proposal

Before class:

- Review the Mapping the Second Ku Klux Klan project (<https://labs.library.vcu.edu/klan>) and come up with one question to ask Erin White about it. Post your question in the #readingsdiscussion channel in Slack before class.

During class:

- We will skype in Erin White from Virginia Commonwealth University and the Mapping the Second KKK project for thirty minutes to learn about the history of the project and a look behind the scenes and to ask questions.
- Then, we will have time to work on your final projects for the rest of class.

November 21 (Tues) - Work on Projects

November 28 (Tues) - Exam Review [Virtual Guest: Dorothy J. Berry]

Before class:

- Review Umbra Search (<https://www.umbrasearch.org>) and come up with one question to ask Dorothy Berry about it. Post your question in the #readingsdiscussion channel in Slack before class.

During class:

- We will skype in Dorothy J. Berry from University of Minnesota and Umbra Search for thirty minutes to learn about Umbra Search behind the scenes and to ask questions.
- Then, we will review for the exam and fill out a Project Evaluation (<http://go.cal.msu.edu/dhprojectevaltemplate>) for a digital project together.

November 30 (Thurs) - Exam [Location: Main Library, Red Cedar Computer Lab, 2W]

December 5 (Tues) - Work on Projects

December 7 (Thurs) - Work on Projects

Assignment due: Draft project presentation



Final Exam Week - Project Presentations and Class Wrap Up

Assignments due: Final project presentation

Final Project [due on Friday, December 15, 10:00am]



Credit and Acknowledgements

The creation of any course syllabus comes from a process of conversation, sharing, and openness among educators. Thanks given to those who inspired and influenced the first iteration of this course (in Fall 2015) were:

- DH 101: Introduction to Digital Humanities, Fall 2014, Miriam Posner, UCLA, <http://miriamposner.com/dh101f14/>
- LIS 657: Digital Humanities, Fall 2013, Chris Alen Sula, Pratt Institute, <http://chrisalensula.org/wp-content/uploads/syllabus657-f13.pdf>
- AL 285: Introduction to Digital Humanities, Fall 2014, Erin Beard, Michigan State University, <https://al285fall2014.wordpress.com/>
- WRA 415: Digital Rhetoric, Fall 2014, Liza Potts, Michigan State University
- AL 340: Digital Humanities Seminar, Spring 2015, Sean Pue, Michigan State University, <http://seanpue.github.io/al340/>
- AL 285: Introduction to the Digital Humanities, Fall 2013, Rebecca Tegtmeyer, Michigan State University
- AL 285: Introduction to the Digital Humanities, Fall 2009, Danielle Nicole DeVoss, Michigan State University
- Bobby Smiley, Michigan State University (now at Vanderbilt University)
- Thomas Padilla, Michigan State University (now at University of Nevada, Las Vegas)

In addition, significant revision of the course took place before the 2016 iteration of the course, prompted by:

- DHM293: Digital Tools for the 21st Century: Sherlock Holmes's London, Fall 2015, Annie Swafford, SUNY New Paltz, <http://hawksites.newpaltz.edu/dhm293/>

For the 2017 version of the course, I thank all those who attended the [Innovations in Digital Pedagogy workshop at the DH2017](#) who gave me feedback and inspired me with their exemplary work.

