DH285: Introduction to Digital Humanities

Fall 2018 | T/TH 10:20-11:40am | Baker Hall 255
Syllabus available on Trello:
https://trello.com/b/4V2uCZEA/intro-to-digital-humanities-dh285-2018
Course reading schedule Google Doc:
https://docs.google.com/document/d/1emTIOvwNtKjFLrM2aJDBN49zDvtMJJjqCpoiHphYCnU/edit

Instructor Information

Kristen Mapes
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Office hours: Mon, 12:00-1:00pm, Tues, 11:45am-1:00pm

Contacting the Instructor

The best way to get in touch with me is via the Intro DH MSU 2018 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
- *Walking Harlem: The ultimate guide to the cultural capital of Black America*, Karen F. Taborn, Rutgers University Press, 2018. ISBN: 978-0813594576

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 made visible in the #general channel of Slack and a Google Calendar (https://www.google.com/calendar/embed?src=msu.edu_5r2o0bgeqt6t1jp998p4augar4%40group .calendar.google.com&ctz=America/New_York). A few opportunities will be listed in Trello directly under the "Extra Credit Opportunity" section.

In order to earn extra credit, you must attend one of these events (or another one that you get approval for in advance) and write up 4-5 sentences elaborating on something you learned during the event. Direct message me your write up in Slack.

Each extra credit activity you do will add 0.5% to your overall grade for the semester. You may earn up to 3% total in extra credit.

Embedded Librarian

Throughout the course, Megan Kudzia, Digital Scholarship 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 (make an appointment by clicking "Schedule appointment" on this page.

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 may 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 (minimum every day).
- A **Slack** account. Sign up using this link: [*link redacted*]. You can access the team at introdhmsu2018.slack.com in a browser or by download the app on your computer and/or phone. Only your fellow classmates, our embedded librarian, and I will be able to see this channel, so it is relatively private. See Slack's getting started guide 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](#).

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 Neighborhood 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/YB30ND4y/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 Ideas - Research Questions - Brainstorm ideas for the final project and start thinking about what research questions are behind your interest in these ideas. You should include at least two ideas. Bring the ideas written down with at least 2-3 sentences explaining the idea and the research interest behind it.
- Project Proposal (Draft and then Refined versions) - 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 - 5 minute presentation to the class as if you were giving the final presentation with the project as complete as possible at this time.. This presentation is 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 - 7 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 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 2018 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

Also available in a table format (https://tinyurl.com/introdhschedule), and in Trello (go.cal.msu.edu/introdhsyllabus)

August 30 (Thurs) - Introduction

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

September 4 (Tues) - Digital Humanities Intro and History

Readings due [everyone reads]:
- "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
- Making the case for the Black Digital Humanities, Kim Gallon, *Debates in the Digital Humanities*, 2016, http://dhdebates.gc.cuny.edu/debates/text/55
- How did they make that?, Miriam Posner, 8/29/13, http://miriamposner.com/blog/how-did-they-make-that/
- How did they make that? The video!, Miriam Posner, 4/17/14, http://miriamposner.com/blog/how-did-they-make-that-the-video/

Readings due [divided up so you only read one]:
- 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 ebook at https://search-ebscohost-com.proxy2.cl.msu.edu/login.aspx?direct=true&db=e000xna&AN=513656&scope=site]
- 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

September 6 (Thurs) - Text, Part 1: Text Data, Digitization, and OCR - Class in Library (3 West Instruction Room)

Class will take place in the Main Library, 3 West Instruction Room. We will meet with Ruth Ann Jones, Special Collections Librarian, to see several physical materials from our time period and to discuss digitization processes and challenges.

Directions: From the Main Library lobby, go west toward the library coffee shop. Before you get there, look for the elevator on your left. Exiting on the third floor, look to the left for a sign "3 West Instruction Room" hanging from the ceiling.

Readings due:
- Introduction, *Metadata*, Jeffrey Pomerantz, MIT Press, 2015, p. 1-18 [available via MSU Libraries as an ebook http://catalog.lib.msu.edu/record=b12333917~S39a]
- 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 upload in Slack]

Projects to explore:
- Chronicling America, http://chroniclingamerica.loc.gov
- Black Quotidian, Matthew Delmont, http://blackquotidian.com/anvc/black-quotidian

September 11 (Tues) - Text, Part 2: Text Analysis

Assignment due: Project critique 1

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
- "The New Negro", Alain Locke [see Slack for pdf], p.47-56
- Pitfalls of using Google N-Gram to study language, Sarah Zhang, *Wired*, 2015, https://www.wired.com/2015/10/pitfalls-of-studying-language-with-google-ngram/
- 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/

In class, we will experiment with text analysis using Voyant (http://voyant-tools.org), Google N-Grams (https://books.google.com/ngrams/), and Juxta Commons (http://juxtacommons.org/shares/yY6Wrj/sidebyside?docs=47,46&top=0

September 13 (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
- Langston Hughes Just Got a Year Older, Jennifer Schuessler, *The New York Times*, 2018, https://www.nytimes.com/2018/08/09/arts/langston-hughes-birth-date.html

Activity to do in advance of class:
- Chose one lightning round video to watch, and post a comment about it in the #classdiscussion Slack channel before class. What is the project and what is it trying to accomplish? National Endowment for the Humanities Office of Digital Humanities Lighting Round Videos: https://www.neh.gov/divisions/odh/featured-project/lightning-round-videos-project-presentations-the-2018-odh-project-directors-meeting

Websites to explore:
- 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/
- Digital Scholarship in the Humanities, https://browzine.com/libraries/118/journals/55262/issues/current [available with MSU login]
- DH Commons, http://dhcommons.org
- Digital Humanities Q&A, http://digitalhumanities.org/answers/
- HASTAC, https://www.hastac.org

September 18 (Tues) - Disciplinary Presentations

Assignment due: Disciplinary Presentation

September 20 (Thurs) - Design and the User: Accessibility and User Experience

Readings due:
- Chapters 1, 6, & 7 in *A web for everyone: Designing accessible user experiences*, Sarah Horton, 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]
- Ideologies of boring things: The internet and infrastructures of race, Emily Drabinski, *The LA Times Review of Books*, 2018, https://lareviewofbooks.org/article/ideologies-of-boring-things-the-internet-and-infrastructures-of-race

Project to explore:
- Black New Yorkers, https://blacknewyorkers-nypl.org

September 25 (Tues) - Project Work - Developing a Research Question - Class in Library (Digital Scholarship Lab)

Assignment Due: Project Ideas - Research Questions

Class will take place in the Digital Scholarship Lab in the Main Library. During class, we will share our research question proposals and refine our research questions together.

Class will finish at 11:30 so anyone who is able can attend the Tool Time mini-workshop from 11:30-12:00.

Readings due:
- 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]
- Research Questions section, *Choosing and using sources: A guide to academic research*, https://ohiostate.pressbooks.pub/choosingsources/

September 27 (Thurs) - The Green Book

~~Guest speaker: Derrick Adams (TBC)~~

For the first 45 minutes of class, we will discuss the Green Book and digital projects associated with it. In anticipation of class, read the following article about it, listen to the podcast, and explore the three projects.

Green Book article & podcast:
- The Negro Motorist Green Book and Black America's Perpetual Search For A Home, Carvell Wallace, *The Toast*, http://the-toast.net/2016/06/29/the-negro-motorist-green-book/, 6/29/2016
- The Green Book, *BBC Radio 4*, https://www.bbc.co.uk/programmes/b083p88f, 4/1/2018

Green Book projects:
- The Negro Travelers' Green Book, University of South Carolina Libraries, https://delphi.tcl.sc.edu/library/digital/collections/greenbook.html
- Navigating the Green Book, New York Public Library, http://publicdomain.nypl.org/greenbook-map/
- Ramsey, Calvin Alexander, and Becky Wible Searles, The Green Book Chronicles: Connecting with Victor Green's Travel Guides during Jim Crow America, https://greenbookchronicles.com/

~~For the last 30 minutes of class, we will Skype in Derrick Adams, a NYC-based artist who just completed an exhibit inspired by the Green Book.~~ In advance of the class, read the following article

about the exhibit and explore both the exhibit's website and his website. Post a question for him in the #classdiscussion channel of Slack.

Derrick Adams article and links:
- Mendelsohn, Meredith, How an Artist Learned About Freedom From 'The Negro Motorist Green Book', *The New York Times*, https://www.nytimes.com/2018/01/19/arts/design/how-an-artist-learned-about-freedom-from-the-negro-motorist-green-book.html, 1/19/2018
- Museum of Arts and Design, Derrick Adams: Sanctuary, https://madmuseum.org/exhibition/derrick-adams-sanctuary
- Derrick Adams, http://www.derrickadams.com/

October 2 (Tues) - Visualization

Readings due:
- Graphic provocations: What do digital humanists want from visualization?, Johanna Drucker, Susan Hockey Lecture in Digital Humanities, University College London, 2016, https://www.ucl.ac.uk/dh/events/SusanHockeyLecture/2016
- Feminist data visualization; Or, the shape of history, Lauren F. Klein, 2017, http://lklein.com/2017/01/feminist-data-visualization-or-the-shape-of-history/
- What can data visualization learn from feminism?, Paxtyn Merten, *Storybench*, 2018, http://www.storybench.org/can-data-visualization-learn-feminism/

Visualizations to explore:
- David Rumsey digitized visualizations: https://www.davidrumsey.com/luna/servlet/view/search/?&q=subject%3D%22data+visualization%22+LIMIT%3ARUMSEY%7E8%7E1
- W.E.B. Du Bois's Little-Known, Arresting Modernist Data Visualizations of Black Life for the World's Fair of 1900, Maria Popova, *Brain Pickings*, 2017, https://www.brainpickings.org/2017/10/09/w-e-b-du-bois-diagrams/

October 4 (Thurs) - Image Analysis - Class in Library (Digital Scholarship Lab)

Assignment due: Project critique 2

We will have a guest, Scott Schopieray, in class to discuss large scale image analysis and to showcase how to conduct it and show it in the 360 Room.

Readings due:
- What is Africa to me?, The *Harlem Renaissance: A Very Short Introduction*, Cheryl A. Wall, Oxford University Press, 2016, p. 68-87
- Distant Viewing: Analyzing Large Visual Corpora, Lauren Tilton and Taylor Arnold, 2018, https://www.distantviewing.org/pdf/distant-viewing.pdf

Projects to review:
- Robots Reading Vogue, Yale University, http://dh.library.yale.edu/projects/vogue/colormetricspace/
- On Broadway, Software Studies Lab, http://www.on-broadway.nyc/
- Distant Viewing Lab, https://www.distantviewing.org/

Film for analysis - https://nmaahc.si.edu/object/nmaahc_2015.167.5.1abc

October 9 (Tues) - Mapping, Part 1

Readings and podcasts due:
- 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/
- A brief history of redlining, part 1, *Stuff you missed in history class*, 2015, https://www.missedinhistory.com/podcasts/a-brief-history-of-redlining-part-1.htm
- A brief history of redlining, part 2, *Stuff you missed in history class*, 2015, https://www.missedinhistory.com/podcasts/a-brief-history-of-redlining-part-2.htm

Projects to explore:
- Mapping the Second Ku Klux Klan, 1915-1940, Virginia Commonwealth University, https://labs.library.vcu.edu/klan/
- Mapping Inequality, Redlining in New Deal America, University of Richmond, https://dsl.richmond.edu/panorama/redlining/#loc=4/36.71/-96.93&opacity=0.8
- Monroe Work Today, http://www.monroeworktoday.org/

October 11 (Thurs) - Mapping, Part 2

Guest: Erin White, from the Mapping the Second KKK project and Virginia Commonwealth University Libraries

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 #classdiscussion channel in Slack *before* class.

During the first half of class, we will spend time looking at the Digital Harlem project in depth.

During the second half of 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.

Readings 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
- Mapping a Riot, Harlem 1935, Stephen Robertson, 2016, http://raceriothistorytoday.weebly.com/blog/mapping-a-riot-harlem-1935

Project to explore:
- Digital Harlem, http://digitalharlem.org

October 16 (Tues) - Network Analysis, Part 1

Assignment due: Project critique 3

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 [available via MSU Libraries as an ebook, http://catalog.lib.msu.edu/record=b12302372~S39a]
- Use Metadata, *Metadata*, by Jeffrey Pomerantz, MIT Press, 2015, p. 117-131 [available via MSU Libraries as an ebook, http://catalog.lib.msu.edu/record=b12302372~S39a]
- 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

Project to explore:
- Claude McKay's Early Poetry (1911-1922): A Digital Collection, Amardeep Singh, https://scalar.lehigh.edu/mckay/index

October 18 (Thurs) - Network Analysis, Part 2

Readings due:
- The Semantic Web, *Metadata*, Jeffrey Pomerantz, MIT Press, 2015, p. 152-186 [available via MSU Libraries as an ebook, http://catalog.lib.msu.edu/record=b12302372~S39a]

Project to explore:
- Linked Jazz, https://linkedjazz.org

Listen to one of the podcasts from the list and write a 3 sentence response in #classdiscussion & plan to share what it was about with the class.

Podcasts to listen to:
- Frankie Manning and the Lindy Hop, Parts 1 and 2, *Stuff you missed in history class*, 2015, http://www.missedinhistory.com/podcasts/frankie-manning-and-the-lindy-hop-part-1.htm AND

http://www.missedinhistory.com/podcasts/frankie-manning-and-the-lindy-hop-part-2.ht
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- Bessie Coleman: Daredevil Aviatrix, *Stuff you missed in history class*, 2012,
  https://www.missedinhistory.com/podcasts/bessie-coleman-daredevil-aviatrix.htm
- Who was "Black Moses", *Stuff you missed in history class*, 2010,
  https://www.missedinhistory.com/podcasts/who-was-black-moses.htm
- Josephine Baker: The toast of Paris, *Stuff you missed in history class*, 2010,
  https://www.missedinhistory.com/podcasts/josephine-baker-the-toast-of-paris.htm
- The Harlem Hellfighters and Henry Johnson, *Stuff you missed in history class*, 2015,
  https://www.missedinhistory.com/podcasts/the-harlem-hellfighters-and-henry-johnson.ht
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October 23 (Tues) - Project Work - Class in Library (Digital Scholarship Lab)

Assignment due: Project Proposal - Draft

Class will take place in the Digital Scholarship Lab in the Main Library. During class, we will share
updates on our projects and work on them individually or in groups.

Class will finish at 11:30 so anyone who is able can attend the Tool Time mini-workshop from
11:30-12:00.

Readings due:
- Scholarly articles as sources, *Choosing and using sources: A guide to academic research*,
  https://ohiostate.pressbooks.pub/choosingsources/chapter/scholarly-articles-as-sources/
- News as a source, *Choosing and using sources: A guide to academic research*,
  https://ohiostate.pressbooks.pub/choosingsources/chapter/news-as-a-source/
- Data as sources, *Choosing and using sources: A guide to academic research*,
  https://ohiostate.pressbooks.pub/choosingsources/chapter/data-as-sources/

October 25 (Thurs) - Text, Part 3: Topic Modeling

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-topi
  c-modeling-tool/
- Why I dig: Feminist approaches to text analysis, Lisa Marie Rhody, *Debates in Digital
  Humanities*, 2016, http://dhdebates.gc.cuny.edu/debates/text/97

Projects to review/explore:
- ~~InPhO Topic Explorer,~~ ~~https://www.hypershelf.org~~ (not using because not working as of 10/25/18)

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

We will use *The Crisis* dataset for our analysis (see Slack for the files)

October 30 (Tues) - Beyond 2D, Part 2: Not Just 3D

(Originally scheduled for 11/1 but moved for scheduling reasons)

Class will be held in the Digital Scholarship Lab

Readings due:
- 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]
- 'Museum in a Box' Brings Interactive Museum Collections to Classrooms, Shaunacy Ferro, *Mental Floss*, 2018, http://mentalfloss.com/article/555762/museum-box-brings-interactive-museum-collections-classrooms
- Hearing eugenics, *Sounding out!,* 2016, https://soundstudiesblog.com/tag/vibrant-lives/

Projects and materials to explore:
- The Roaring Twenties, http://vectorsdev.usc.edu/NYCsound/777b.html
- Augusta Savage 3d model, https://sketchfab.com/models/bc354210a3d94e169e781b9fe4241ebf
- Harlem Renai Lit, https://sketchfab.com/models/389a8a7e081049f6852a9ec62e331e7d
- Harlem Hall of Fame, https://sketchfab.com/models/42fa2ad4f76f4e02bd6d7ca3938aa154

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

~~**Assignment due:** Project critique 4~~ (moved to November 8)

(Originally scheduled for 10/30 but moved for scheduling reasons)

Class will be held in Linton Hall, Room 120

Virtual Harlem and conversation with Bryan Carter (TBC)

Before class, you will need to go the Digital Scholarship Lab in the library to experience Virtual Harlem on the Oculus Rift in the Lab. Specifics about when you can do this will be forthcoming in October.

Readings due:
- 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]
- 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]

Materials to explore:
- Harlem Tour Ride, 2017, https://www.youtube.com/watch?v=xOl3Xmfca2s
- Abbyssinian Church, https://sketchfab.com/models/6a797b70c8334ac29cb8d494e2a4db64

November 6 (Tues) - Annotation

In class, we will explore annotation using Hypothesis (https://web.hypothes.is), TEI (Text Encoding Initiative), and Neatline (http://neatline.org).

Readings Due:
- How it feels to be colored me, Zora Neale Hurston, https://genius.com/Zora-neale-hurston-how-it-feels-to-be-colored-me-annotated
- TEI and XML Markup for absolute beginners, Fordham Graduate Student Digital Humanities Group, 2016, https://fordhamgsdh.wordpress.com/2016/06/16/tei-and-xml-markup-for-absolute-beginners/
- TEI: An overview, 2012 https://www.youtube.com/watch?v=R6iiIFrWvmU

Projects and materials to explore:
- Claude McKay's early poetry (TEI section), https://scalar.lehigh.edu/mckay/teixml-editions

- *Harlem Shadows*, TEI edition,
  https://github.com/c-forster/harlem-shadows/blob/master/harlem-shadows.tei.xml
- Neatline Demos, http://neatline.org/demos/

November 8 (Thurs) - Walking Harlem

Assignment due: Project Critique 4 (DUE AT 11:59PM ON FRI, NOV 9)

The class will divide up into 5 groups to cover the 5 tours suggested in the book below. Before class, read the required sections plus the text for your group's walk. During class, we will enter this the content of the tours into an Omeka Curatescape project (like the Malcolm X in Lansing project).

Readings due:
- *Walking Harlem: The ultimate guide to the cultural capital of Black America*, Karen F. Taborn, 2018, Rutgers University Press: New Brunswick, NJ, p. 151-182
- Your group's Harlem walk itinerary from the book

Project to review:
- Malcolm X in Lansing, http://projects.leadr.msu.edu/malcolmxinlansing/

November 13 (Tues) - Work on Projects - Class in Library (Digital Scholarship Lab)

November 15 (Thurs) - Work on Projects - Class in Library (Digital Scholarship Lab)

Assignment due: Project Proposal - Refined

November 20 (Tues) - Crowdsourcing - Class held online only

Video explaining instructions for the online class

Readings due:
- 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]
- Building, Launching, and Running your Zooniverse Project: Best Practices for Engagement & Success (including Introduction, How to build a great project, The launch rush, In for the long haul), https://help.zooniverse.org/best-practices/

Projects to explore:
- Decoding Punch Cards - https://www.zooniverse.org/projects/buzzbean/decoding-punch-cards
- Plus one project you choose yourself
  - Here are places to find projects:

- Zooniverse -
  https://www.zooniverse.org/projects?discipline=history&page=1&status=live
- Library of Congress - https://crowd.loc.gov/
- Smithsonian - https://transcription.si.edu/browse?filter=all&sort=
- New York Public Library Community Oral History Project -
  http://transcribe.oralhistory.nypl.org/
- New York Public Library Space/Time Directory Surveyor -
  http://spacetime.nypl.org/surveyor/#/7516ddc0-a73c-0133-b645-00505686d14e
- Newberry Library -
  https://publications.newberry.org/digital/mms-transcribe/index

November 27 (Tues) - Exam Review

We will fill out a Project Evaluation (http://go.cal.msu.edu/dhprojectevaltemplate) for a digital project together and discuss the upcoming exam.

November 29 (Thurs) - Exam - Class in the Library (Red Cedar West Room)

December 4 (Tues) - Work on Projects - Class in Linton Hall

December 6 (Thurs) - Work on Projects - Class in Linton Hall

> **Assignment due:** Draft project presentation

Final Exam Week - Project Presentations - Class in Library (3 West Instruction Room)

> **Assignments due:** Final project presentation
> Final Project [due on Friday, December 14, 5:00pm]

Credit and Acknowledgements

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- 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
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