



# HIST\*4170 Exploration of Digital Humanities

Winter 2020

Section(s): C01

Department of History

Credit Weight: 1.00

Version 1.00 - January 05, 2020

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## 1 Course Details

### 1.1 Calendar Description

This course is designed to introduce students to applications of new and inter-disciplinary digital humanities approaches, methodologies and tools, and to explore their application to text, image, sound, map, and other media sources. It will appeal to students in literature, history, fine arts, and music who want an introduction to state-of-the-art digital humanities research. There will be flexibility to accommodate the specific disciplines and interests of the students. (H)

**Pre-Requisites:**

10.00 credits

**Restrictions:**

Restricted to students in the B.A. Honours program with a minimum of 70% average in all History course attempts.

### 1.2 Course Description

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

### 1.3 Timetable

Wednesdays/Fridays, 10:00 - 11:20 am MCKN 311.

Timetable is subject to change. Please see WebAdvisor for the latest information.

## 1.4 Final Exam

There is no final exam for this course.

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## 2 Instructional Support

### 2.1 Instructional Support Team

<b>Instructor:</b>	Kimberley Martin
<b>Email:</b>	kmarti20@uoguelph.ca
<b>Telephone:</b>	+1-519-824-4120 x58245
<b>Office:</b>	MCKNEXT 1003
<b>Office Hours:</b>	Wednesdays 1-2pm or by appt.

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## 3 Learning Resources

All readings are either freely available online or through McLaughlin Library. Texts that we use repeatedly are linked to below. It will be up to the students to locate journal articles and blog posts.

### 3.1 Required Resources

#### Writing History (Textbook)

[https://ocul-gue.primo.exlibrisgroup.com/permalink/01OCUL\\_GUE/iqv9su/jstor\\_books\\_oaj.ctv65sx57](https://ocul-gue.primo.exlibrisgroup.com/permalink/01OCUL_GUE/iqv9su/jstor_books_oaj.ctv65sx57)

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

= **Writing History** in reading list below.

#### Macroscopic (Textbook)

Graham, S., I. Milligan, and S. Weingart. (2015) *Exploring Big Historical Data: The Historian's Macroscopic*. Imperial Press.

= **Macroscope** in reading list below

\*We'll be using a new, as yet unpublished, version of this textbook. You will be provided a link in class.

#### **Companion 2004 (Textbook)**

<http://www.digitalhumanities.org/companion/>

A Companion to Digital Humanities, ed. Susan Schreibman, Ray Siemens, John Unsworth. Oxford: Blackwell, 2004.

= **Companion** in reading list below.

#### **Companion 2016 (Textbook)**

<https://ocul->

[gue.primo.exlibrisgroup.com/permalink/01OCUL\\_GUE/1cpuvlv/alma9950291013505154](https://ocul-gue.primo.exlibrisgroup.com/permalink/01OCUL_GUE/1cpuvlv/alma9950291013505154)

Schreibman, Susan, Siemens, Raymond George, and Unsworth, John. *A New Companion to Digital Humanities* Malden, MA : Chichester, West Sussex, UK: Wiley/Blackwell, 2016.

= **Companion 2016** in reading list below.

#### **Debates (Textbook)**

<https://dhdebates.gc.cuny.edu/>

There are currently 5 edited collections under the broad heading of *Debates in the Digital Humanities*. They are all open source and can be found at the link above.

= **Debates** in the reading list below.

## **4 Learning Outcomes**

### **4.1 Course Learning Outcomes**

By the end of this course, you should be able to:

1. • Demonstrate increased their digital literacy skills, through an awareness of a wide variety of digital tools for historical and cultural research.

2. • Comprehend and use language appropriate to digital humanities research.
  3. • Understand and be able to analyze the advantages of different methodologies of digital humanities inquiry.
  4. • Learn to collect, manage, and manipulate digital data from various sources.
  5. • Formulate, direct, and complete a digital humanities project, and explain its significance to academic and lay audiences.
  6. • Situate critically some of the larger debates within digital humanities and their relationship to traditional humanities disciplines.
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## 5 Teaching and Learning Activities

### 5.1 Seminar

Wednesday, Jan 8

**Topics:**

**Course expectations & outline overview.**

**References:**

Cummings, A.S. and J.Jarrett. *Only Typing? Informal Writing, Blogging, and the Academy.* **Writing History.**

Friday, Jan 10

**Topics:**

Digital Humanities of the past decade.

**References:**

Gold, M.K. *The Digital Humanities Moment* **Debates 2012.**

Gold, M.K. and Klein, L. *Digital Humanities: The Expanded Field.* **Debates 2016.**

Gold, M.K. and Klein, L. *A DH that Matters.* **Debates 2019.**

Come to class with your own definition of Digital Humanities.

Wednesday, Jan 15

**Topics:** **Digital Humanities: A Complicated Past**

**References:** Hockey, Susan. "A History of Humanities Computing" **Companion 2004.**

Thomas, William G III. "Computing and the Historical Imagination" **Companion 2004.**

Leon, Sharon. "Complicating a "Great Man" Narrative of Digital History in the United States." In **Debates: Bodies of Information.**

**Friday, Jan 17**

**Topics:** **Digital Humanities, Digital History**

**References:** Robertson, S. (2016) *The Differences Between Digital Humanities and Digital History.* **Debates 2016.**

Nawrotzki, K, and J. Dougherty. *Introduction.* **Writing History**

Dorn, S. *Is Digital History More than an Argument about the Past?* In **Writing History.**

**Tool Demo: Zotero**

**Wednesday, Jan 22**

**Topics:** **Googling the Past.**

**References:** Solberg, J. (2012). Googling the Archive: Digital Tools and the Practice of History. *Advances in the History of Rhetoric*, 15(1), 53–76.

Leary, P. (2005). Googling the Victorians. *Journal of Victorian Culture*, 10(1), 72–86.

Fyfe, P. (2015). Technologies of Serendipity. *Victorian Periodicals Review*, 48(2), 261–266.

Leary, P. (2015). Response: Search and Serendipity. *Victorian Periodicals Review*, 48(2), 267–273.

### Tool Demo: Google NGrams

Friday, Jan 24

**Topics:** **History on the Web**

**References:** **Macroscope:** Chapter 1. “The Joy of Big Data.”

**Macrosope:** Chapter 2. “The DH Moment.”

Rosenzweig, R. (2001). The Road to Xanadu : Public and Private Pathways on the History Web. In *Organization* (Vol. 88, pp. 548–579).

Milligan, Ian. “Introduction” and “Chapter 1: Exploding the Library” in *History in the Age of Abundance?: How the Web Is Transforming Historical Research*. McGill-Queen’s University Press, 2019.

### Tool Demo: HTRC Bookworm

Wednesday, Jan 29

**Topics:** **Text Mining**

**References:** **Macroscope:** Chapter 3. “Text Mining Tools.”

**Froehlich, H.** (2016). “Thus to make poor females mad: finding the ‘mad woman’ in Early Modern drama”. *The Pragmatics and Stylistics of Identity Construction and Characterisation*. Studies in Variation, Contacts and Change in English, vol 17. Minna Nevala, Ursula Lutzky, Gabriella Mazzon & Carla Suhr, eds. University of Helsinki: VARIENG e- publication series.  
Available online:

<http://www.helsinki.fi/varieng/series/volumes/17/froehlich/>

**Tool Demo: ANTCOnc**

**Friday, Jan 31**

**Topics:** Text Analysis

**References:** Sinclair, S. and Rockwell, G. "Text Analysis and Visualization: Making Meaning Count" **Companion 2016**.

Rockwell, G. and Sinclair, S. *Hermeneutica: Computer Assisted Interpretation in the Humanities*. "Introduction" and one other chapter of your choice.

**Tool Demo: Voyant**

**Wednesday, Feb 5**

**Topics:** **Data Visualization**

**References:** **MacroScope**: Chapter 5. "Making Your Data Legible."

D'Ignazio, C. and Klein, Lauren. (2019). *Data Feminism*. Introduction, Chapter One, and another chapter of your choice.

\*\*\* Guest Lecture by Jennifer Marvin from the McLaughlin Library \*\*\*

**Friday, Feb 7**

**Topics:** **Diversity in DH**

**References:** Earhart, A. and Taylor, T., "Pedagogies of Race" **Debates 2016**

Murray, Padmini Ray. *Bringing Up the Bodies: The Visceral, the Virtual, and the Visible*. **Debates: Bodies of Information**.

Tim Sherratt, "It's all about the stuff: collections, interfaces, power and people," 1 December 2011  
<http://discontents.com.au/its-all-about-the-stuff-collections-interfaces-power-and-people/>

### Tool Demo: Netlytic, TIMELINE JS

Wednesday, Feb 12

#### Topics:

**Feminist DH**

#### References:

Nowviskie, B (2011). *What Do Girls Dig?*  
<http://nowviskie.org/2011/what-do-girls-dig/>

Losh, L. et al. "Putting the Human Back into the Digital Humanities" **Debates 2016**

Brown, S. "Delivery Service" **Debates: Bodies of Information**

Gajjala, Radhika. "When Your Seams Get Undone, Do You Learn to Sew or to Kill Monsters?" *The Communication Review* 18, no. 1 (2015): 23–36.  
<https://doi.org/10.1080/10714421.2015.996411>.

### Tool Demo: Twine

Friday, Feb 14

#### Topics:

**Critical Making**

#### References:

Sayers et al., "Between Bits and Atoms: Physical Computing and Desktop Fabrication in the Humanities" Companion 2016.

Staley, D. "On the "Maker Turn" in the Humanities" **Debates: Making Things and Drawing Boundaries**.

Rogers, M. "Making Queer Feminisms Matter" **Debates: Making Things and Drawing Boundaries.**

**Tool Demo: Photogrammetry app of choice, Google Sketchup**

**READING WEEK**

**Topics:** There is no class on Feb 19th or Feb 21st.

**Wednesday, Feb 26**

**Topics:** **Playing the Past**

**References:** LaPensée, Elizabeth. (2017). *Video Games Encourage Indigenous Cultural Expression. The Conversation.*

Coltrain, J. and Ramsay, S. "Can Videogames Be Humanities Scholarship?" **Debates 2019.**

Salter, A., and Blodgett, B. "Playing the Humanities" **Debates: Bodies of Information**

Never Alone: The Game. <http://neveralonegame.com/>

**Friday, February 28th**

**Topics:** Augmenting the Past

**References:** Sullivan et al., "Making the Model" **Debates: Making Things and Drawing Boundaries**

\*\*\*Visit from Peter Kuling, Theatre Studies\*\*\*

**Wednesday, March 4**

**Topics:** **Mapping the Past**

**References:** Gina Bloom, "Theater History in 3D: The Digital Early Modern in the Age of the Interface," *English Literary Renaissance* 50,

no. 1 (Winter 2020): 8-16.

Barker, Elton; Simon, Rainer; Vitale, Valeria; Kahn, Rebecca and Isaksen, Leif (2019). Revisiting Linking Early Geospatial Documents with Recogito. *e-Perimtron*, 14(3) pp. 150–163.

**Tool Demos: MoEML, Recogito, Peripleo**

**Friday, March 6**

**Topics: Mapping the Present**

**References:** Giesecking, Jen Jack, and Jen Jack Giesecking. "Where Are We? The Method of Mapping with GIS in Digital Humanities" 70, no. 3 (2018): 641–48.

Hamraie, Aimi. "Mapping Access: Digital Humanities, Disability Justice, and Sociospatial Practice" 70, no. 3 (2018): 455–82.

**Tool demos: GOOGLE EARTH, HISTORYPIN, Storymap**

**Wednesday, March 11**

**Topics: Network Analysis**

**References: Macroscope:** Chapter 6. "Network Analysis"

Martin Grandjean | Aaron Mauro (Reviewing Editor) (2016) A social network analysis of Twitter: Mapping the digital humanities community, *Cogent Arts & Humanities*, 3:1, DOI: 10.1080/23311983.2016.1171458

**Tools demos: Onodo, GEPHI, HuViz**

**Friday, March 13**

**Topics: Literary Networks in Practice**

**References:** Alan Liu. "Friending the past: The sense of history and social computing." *New Literary History* 42.1 (2011): 1-30.  
<https://muse.jhu.edu/article/441862>

Brown, S. (2015). *Networking Feminist Literary History: Recovering Eliza Meteyard's Web*. In *Virtual Victorians* (pp. 57-82). Palgrave Macmillan US.

### Wednesday, March 18

**Topics:** **Publishing, Archives and Exhibits**

**References:** Christen, K. (2012). Does Information Really want to be free? Indigenous Knowledge Systems and the Question of Openness. <http://www.kimchristen.com/wp-content/uploads/2015/07/christen6.2012.pdf>

McPherson, T (2015) "Post-Archive: The Humanities, the Archive, and the Database." Ed. David T. Goldberg and Patrik Svensson. *Between Humanities and the Digital*. MIT Press.

Manoff, M. (2010). Archive and Database as Historical Record. *Portal: Libraries and the Academy*, 10(4), 385–398

### Tool demos: OMEKA, SCALAR, CWRC

### Friday, March 20th

**Topics:** Catch-up Class (if required)

No readings assigned. Come to class prepared to discuss your final projects with your peers.

### Wednesday, March 25

**Topics:** **Linked Pasts: A Look at the Semantic Web**

**References:** Pattuelli, M Cristina, and Karen Hwang. "Accidental Discovery , Intentional Inquiry : Leveraging Linked Data to

Uncover the Women of Jazz." *Digital Scholarship in the Humanities* 32, no. 4 (2017).  
<https://doi.org/10.1093/lhc/fqw047>.

The Linked Jazz Project: <https://linkedjazz.org/>

### Friday, March 27

**Topics:**

**LOD for the Humanities**

**References:**

Langmead, Alison, Jessica M Otis, Christopher N Warren, Scott B Weingart, and Lisa D Zilinski. "TOWARDS INTEROPERABLE NETWORK ONTOLOGIES FOR THE DIGITAL HUMANITIES." *International Journal of Humanities and Arts Computing* 10, no. 1 (2016): 22–35.  
<https://doi.org/10.3366/ijhac.2016.0157>.

Oldman, Dominic, Martin Doerr, and Stefan Gradmann. "Zen and the Art of Linked Data: New Strategies for a Semantic Web of Humanist Knowledge." In *A New Companion to Digital Humanities*, edited by Susan Schreibman, Ray Siemens, and John Unsworth. Malden MA: Wiley-Blackwell, 2016.

### Wednesday, April 1

**Topics:**

**Generosity and Care**

**References:**

Nowviskie, B. *Digital Humanities in the Anthropocene*.  
<http://nowviskie.org/2014/anthropocene/>

Posner, M. "What's Next? The Radical, Unrealized Potential of the Digital Humanities" **Debates 2016**.

### Friday, April 3

**Topics:**

Project Showcase in THINC Lab

## 6 Assessments

### 6.1 Assessment Details

#### Participation (10%)

**Due:** Throughout the semester

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

#### Digital History Blog Assessment (10%)

**Due:** Jan 31st, Hand in via Courselink

- Select a blog of your choice (I will provide a list, but you can seek out your own as well)
- Assess the following: scope, content, style, target audience, use of technology, and organization.
- Write a short (750-1000 word) review of the site.

#### Data Skills Workshops (10%)

**Due:** As you complete them, but Feb 14th at the latest., Hand in via Courselink

- The research and scholarship team in the McLaughlin Library runs a series of workshops about Data Skills.
- Attend any **two** of these workshops (the full list will be provided).
- For each workshop, write a short, 500-word reflection on what you learned and how it might be useful for your final project.

#### Programming Historian Lessons (10%)

**Due:** As you complete them, but Feb 14th at the latest., Hand in via Courselink

- Look at the list of available Programming Historian lessons
- Complete two of these lessons in full
- For each lesson, send a screenshot of the results, and a 500-word reflection on what you learned and how it might be useful for your final project.

#### Digital Tool Assessment (10%)

**Due:** Throughout the term, due the week you present on your chosen tool., Presentation in class, Report submitted through Courselink

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

### **Proposal and Annotated Bibliography (15%)**

**Due:** February 28, Hand in via CourseLink

In this class, your final project will be of your own design. You will create a research question, find the tools to properly answer the question, and set about doing so. This proposal stage is vital to success and allows the instructor to help guide you through the process.

- Proposal for topic of final assignment (1000 words)
- Annotated bibliography of at least 10 sources
- Further details will be provided in handout

### **Digital Project, Showcase, and Reflection (35%)**

**Due:** Friday, April 3rd, Demo in class, Final project, and reflection via Courselink

Details to follow.

## **7 University Statements**

### **7.1 Email Communication**

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

### **7.2 When You Cannot Meet a Course Requirement**

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons please advise the course instructor (or designated person, such as a teaching assistant) in writing, with your name, id#, and e-mail contact. The grounds for Academic Consideration are detailed in the Undergraduate and Graduate Calendars.

Undergraduate Calendar - Academic Consideration and Appeals

<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-ac.shtml>

Graduate Calendar - Grounds for Academic Consideration

<https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/index.shtml>

Associate Diploma Calendar - Academic Consideration, Appeals and Petitions

<https://www.uoguelph.ca/registrar/calendars/diploma/current/index.shtml>

### **7.3 Drop Date**

Students will have until the last day of classes to drop courses without academic penalty. The deadline to drop two-semester courses will be the last day of classes in the second semester. This applies to all students (undergraduate, graduate and diploma) except for Doctor of Veterinary Medicine and Associate Diploma in Veterinary Technology (conventional and alternative delivery) students. The regulations and procedures for course registration are available in their respective Academic Calendars.

Undergraduate Calendar - Dropping Courses

<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-drop.shtml>

Graduate Calendar - Registration Changes

<https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/genreg-reg-regchg.shtml>

Associate Diploma Calendar - Dropping Courses

<https://www.uoguelph.ca/registrar/calendars/diploma/current/c08/c08-drop.shtml>

### **7.4 Copies of Out-of-class Assignments**

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

### **7.5 Accessibility**

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

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

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

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

For Guelph students, information can be found on the SAS website  
<https://www.uoguelph.ca/sas>

For Ridgetown students, information can be found on the Ridgetown SAS website  
<https://www.ridgetownc.com/services/accessibilityservices.cfm>

## 7.6 Academic Integrity

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

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

Undergraduate Calendar - Academic Misconduct  
<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-amisconduct.shtml>

Graduate Calendar - Academic Misconduct  
<https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/index.shtml>

## 7.7 Recording of Materials

Presentations that are made in relation to course work - including lectures - cannot be recorded or copied without the permission of the presenter, whether the instructor, a student, or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

## 7.8 Resources

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

Academic Calendars  
<https://www.uoguelph.ca/academics/calendars>