HUM2DH3: Introduction to Digital Humanities

Dr. Mica Jorgenson

Mondays 11:30-12:20 / Wednesdays 11:30-1:20

WINTER (2019-01-07 – 2019-04-09)

Wong Classroom / Mills Library L107

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Office Hours: Wednesdays 2:30-3:30

Objectives:

This course introduces students to digital humanities research methods and tools. Students will learn about three primary impulses that drive digital scholarship: analysis, preservation, and resource creation. They will work with existing digital resources, learning to use and assess them effectively; and will also digitize material to create new resources while learning about copyright, intellectual property, and accessibility.

Class time will provide opportunities for in-depth discussion of course readings and hands-on exploration of DH methods and tools.

Students who have taken this course should be able to:
- Think critically about the role of emerging digital tools and methods within their own lives, the humanities in general, and society at large.
- Evaluate and apply a set of DH tools and methods and gain experience with experimentation.
- Understand how to translate small-scale tools and skills to a large-scale DH project.

Assignments:

Participation (20%)

Discussion and group work is central to this course. Students are expected to attend class regularly. High participation grades reflect students' contributions to class discussions and participation in exercises and group-work. Absenteeism, chronic lateness, and non-participation will affect the final grade.

In-Class Exercises with the Daily Twitter (30%)

Throughout the semester, students will complete a series of in-class exercises related to the tools and concepts covered in the course. These will normally be completed and submitted during class time and will usually be collaborative group work. We'll be using a digitized collection from McMaster's archive from the Crombie Family Fonds ("the Daily Twitter") for most of these assignments.

Due: (**NOTE: WITH THE EXCEPTION OF THE RESOURCE LIST, THESE WILL BE COMPLETED IN CLASS AND DO NOT REQUIRE WORK OUTSIDE OF CLASS TIME**):
DH Project Critique: Jan 9 (/20)

Close Reading Report: Jan 23 (/20)
Database Plan: Feb 6 (/20)
Crombie Resource List: Feb 25 (/20)
Collaborative Map: Mar 20 (/20)

Journal (20%)

Students will maintain a journal during the course. Entries should be 200 words minimum and provide personal, thoughtful analysis and reflection on course content (including readings, discussions, and assignments). High quality journals will demonstrate a high level of critical thinking, relate observations to classroom concepts and/or personal experiences (may draw on reflection about other courses as well as daily life) and make conceptual/topic links between entries.

Due:
First half (Jan 7th to Feb 13th entries): Feb 13th
Second half (Feb 25th to Apr 1st entries): Apr 1st

Digital Project Plan (30%)

Over the course of the semester, students will design and plan a digital project. The components will be graded separately, and are listed below. Because we will not be actually executing the project, the only limit on its scope is the student's imagination. Students are encouraged to propose topics of interest to them, and/or which are applicable to their other humanities classes. If you're stuck, I have a list of potential ideas you might use.

Due: (**NOTE: ALTHOUGH SOME COMPONENTS WILL BE COMPLETED IN CLASS, STUDENTS ARE EXPECTED TO WORK ON THEIR DIGITAL PROJECTS ON THEIR OWN TIME**)
Research Question: Jan 30th
Cue Card Proposal: Feb 27th
Final Project Bibliography and Lit Review: Mar 6th
Final Project Plan Due: Apr 8th

Policy on Missed Work, Extensions, and Late Penalties:

Late Assignments

Detailed descriptions of individual assignments will be posted in Avenue to Learn and explained in class. You are encouraged to begin working on assignments immediately. All assignments will be submitted via Avenue to Learn.

All assignments are due on the due date provided. Any submission after that date will mean that the assignment is late, and subject to a deduction of 10% per day. No assignments will be accepted later than one week past the deadline. Please note that MSAF is for a maximum period of three days, and can only be used for the assignment's due date.

E-mailed assignments will not be accepted. A technical difficulty (network outages, hardware or software malfunctions, data loss) does not warrant an extension. Please keep this in mind. Plan accordingly and maintain backup copies of work.

PLEASE NOTE THE FOLLOWING POLICIES & STATEMENTS:

Academic Dishonesty

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity.

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: 'Grade of F assigned for academic dishonesty'), and/or suspension or expulsion from the university.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty please refer to the Academic Integrity Policy, located at www.mcmaster.ca/academicintegrity

The following illustrates only three forms of academic dishonesty: 1. Plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained; 2) Improper collaboration in group work; and, 3) Copying or using unauthorized aids in tests and examinations.

Email correspondence policy: It is the policy of the Faculty of Humanities that all email communication sent from students to instructors (including TAs), and from students to staff, must originate from each student's own McMaster University email account. This policy protects confidentiality and confirms the identity of the student. Instructors will delete emails that do not originate from a McMaster email account.

Modification of course outlines: McMaster University reserves the right to change or revise information contained in course outlines in extreme circumstances. If a modification becomes necessary, reasonable notice and communication with the students will be given with an explanation and the opportunity to comment on changes. It is the responsibility of students to check regularly their primary email account via their @mcmaster.ca alias and course websites.

McMaster Student Absence Form (MSAF): In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar Requests for Relief for Missed Academic Term Work. If you have any questions about the MSAF, please contact your Associate Dean's office.

Academic Accommodation for Religious, Indigenous and Spiritual Observances: Students requiring academic accommodation based on religion and spiritual observances should follow the procedures set out in the Course Calendar or by their respective Faculty. In most cases, the student should contact his or her professor or academic advisor as soon as possible to arrange accommodations for classes, assignments, tests and examinations that might be affected by a religious holiday or spiritual observance.

Topics and Readings:

Note: Readings are listed on the week they will be discussed so you must read them prior to that class meeting.

Date/Subject	Required Readings & Description of Class	Due
WEEK 1: WHAT IS/ARE DIGITAL HUMANITIES?	Course Syllabus	

MON JAN 7: INTRODUCTION TO THE COURSE		
WED JAN 9: WHAT IS/ARE THE DIGITAL HUMANITIES?	Ian Bogost, "Beyond the Elbow-Patched Playground." Online. http://bogost.com/blog/beyond_the_elbow-patched_playg_1/ Spiro, Lisa. (2011 Oct 14) Getting Started in the Digital Humanities. Online. https://digitalscholarship.wordpress.com/2011/10/14/getting-started-in-the-digital-humanities/ **Explore:** Around DH http://www.arounddh.org/	***DH Project Critique (in class)***
WEEK 2: THE ARCHIVE AND DIGITIZATION **MON JAN 14: THE ARCHIVE & DIGITIZATION**	UP TO 23:40 - Reply All: The Picture Taker: https://www.gimletmedia.com/reply-all/71-the-picture-taker#episode-player Langdon Winner, "Do Artifacts Have Politics?" *Daedalus 109* (Winter, 1980). PDF. https://www.jstor.org/stable/pdf/20024652.pdf?refreqid=excelsior%3A894a380da418b387a1543b78f64fcc5d	
WED JAN 16: THE ARCHIVE AND DIGITIZATION (PRACTICAL)	**In-class:** Visit to the William Ready Division of Archives and Research Collections (Mills Library). Introduction to the Crombie Family Material.	
WEEK 3: GETTING DOWN WITH DATA **MON JAN 21: WHAT IS DATA?**	Begin: Assigned sections from the Daily Twitter (PDF available on A2L). Kitchin, Rob. (2014). Conceptualizing Data. *The Data Revolution: Big, Data, Open Data, Data Infrastructures & Their Consequences.* (pp.1-26). London: Sage. E-book through library (sign in first): HTTP://libaccess.mcmaster.ca/login?url=http://methods.sagepub.com/book/the-data-revolution	
WED JAN 23: GETTING DOWN WITH DATA (PRACTICAL)	Finish Assigned sections from the Daily Twitter (PDF available on Avenue to Learn). Explore the Daily Twitter and Creating Research Questions (practical).	***close reading (in class)***
WEEK 4: TEXT ANALYSIS **MON JAN 28: THE LONG HISTORY OF THE INTERNET**	Ian Milligan, "The Problem of History in the Age of Abundance" 16 December 2016, The Chronicle of Higher Education. https://www.chronicle.com/article/The-Problem-of-History-in-the/238600 James Dewar, "The Information Age and the Printing Press: Looking Backward to See Ahead," https://www.rand.org/pubs/papers/P8014/index2.html Skim: Julien Mailland, "Building Internet Policy on History: Lessons of the Forgotten 1981 Network Neutrality Debate," *Digital Technology, Culture, and Society* 2(1-2): https://www.tandfonline.com/doi/full/10.1080/24701475.2018.1450702 **Explore:** Tim Berner Lee's Proposal: https://www.w3.org/History/1989/proposal.html The Internet Archive's Wayback Machine: https://archive.org/web/	
WED JAN 30: TEXT ANALYSIS (Practical)	Milligan and Weingart "Basic Text Mining: Word Clouds, their Limitations, and Moving Beyond Them." http://www.themacroscope.org/?page_id=362 Using Voyant Tools to understand the Daily Twitter	***final project research questions due***

WEEK 5: PRIVACY AND DATA GOVERNANCE **MON FEB 4: PRIVACY, ADVERTISING, AND DATA GOVERNANCE**	Reply All, Is Facebook Spying on You? https://www.gimletmedia.com/reply-all/109-facebook-spying#episode-player Note to Self: Alexa, is Amazon Taking over the World? https://www.wnycstudios.org/story/amazon-antitrust-monopoly Ramsay, Stephen. (2004). Databases. In Susan Schreibman, Ray Siemens and John Unsworth (Eds.), *A Companion to Digital Humanities* (pp. 177-197). London: Blackwell. Online: http://www.digitalhumanities.org/companion/view?docId=blackwell/9781405103213/9781405103213.xml&chunk.id=ss1-3-3&toc.depth=1&toc.id=ss1-3-3&brand=default	
WED FEB 6: DATABASE COLLABORATION	Working together, we'll decide on a plan for a Daily Twitter database. Then we'll collaborate to enter as much data as possible.	***database plan (in class)***
WEEK 6: DIGITAL HYGEINE AND DATABASE CREATION **MON FEB 11: ETHICS AND POLICY**	Reply All: In the Desert: https://www.gimletmedia.com/reply-all/53-in-the-desert#episode-player Note to Self: Privacy, Data Survivalism and a New Tech Ethics https.//www.wnycstudios.org/story/bonus-privacy-paradox Read a privacy policy for an app you use. If you're not sure where to start, try Google's Privacy Policy: https://policies.google.com/privacy?hl=en&gl=ZZ OR explore your privacy policy with Polisis: https://pribot.org/polisis	
WED FEB 13: DATA ENTRY	A pre-reading-week brain break. Today we're turning Crombie data into computer-readable spread-sheet form for later analysis. There will be also be cookies. **Optional Reading Break Activity:** Note to Self "The Privacy Paradox" https://project.wnyc.org/privacy-paradox/	***Journal Entries Due up to and including Feb. 13***
FEBRUARY 18-24:	-------------------- READING WEEK!!!-----------------------	
WEEK 7: COMMUNITY DATA **MON FEB 25: FINDING RESOURCES**	Instead of reading this week, use the library website (and any other community resources you can think of) to find as many resources on the Crombie family, their home, or their context. Bring your list to class.	***Crombie Resource List Due***
WED FEB 27: CUE CARD PROPOSAL	A class devoted to producing our digital project proposal for the final assignment.	***Cue Card Proposal Due (class time for this)***
WEEK 8: POLITICS OF MAPPING **MON MAR 4: THE POLITICS OF MAPS**	Visit the McMaster Maps Library and Digitization Centre Jeremy Crampton, *Mapping: A Critical Introduction to Cartography and GIS* (Blackwell, 2010) Chapter 1: Maps – A perverse Sense of the Unseemly (p. 1-12) https://ebookcentral.proquest.com/lib/mcmu/reader.action?ppg=15&docID=477872&tm=1540933906712	
WED MAR 6: MAPPING THE DAILY TWITTER	We'll use geoparsed locations from The Daily Twitter to explore the geography of the Crombie family in various mapping softwares (QGIS, Tableau, Fusion Tables).	***final project bibliography & lit review due***

WEEK 9: **DEALING WITH** **DATA** **MON MAR 11:** **THE POLITICS OF** **VISUALIZATION**	Tufte, Edward. (1983). Aesthetics and Technique in Data Graphical Design. In, *The Visual Display of Quantitative Information* (2nd ed). (pp. 177-190). Connecticut: Graphics Press. PDF D'Ignazio, Catherine. (2015 Dec 20). What Would Feminist Data Visualization Look Like? *MIT Centre for Civic Media*. Online. https://civic.mit.edu/feminist-data-visualization **Explore:** Dear Data: http://www.dear-data.com/theproject	
WED MAR 13: **DATA ENTRY**	We need more data to make sense of the Crombie material. This is a day of data entry. Baked goods provided.	
WEEK 10: **VISUALIZATIONS** **MON MAR 18:** **DATA CLEANING**	Our data is MESSY. A class devoted to data cleaning (in openrefine).	
WED MAR 20: **VISUALIZATION**	Finally! We'll conduct some analysis and create some different visualizations based on the data we collected over the last few weeks.	
WEEK 11: OPEN **DATA AND** **COPYRIGHT** **MON MAR 25:** **OPEN** **EVERYTHING?**	OPTIONAL: Reply All, Very Quickly to the Drill: https://www.gimletmedia.com/reply-all/78-very-quickly-to-the-drill#episode-player Radio Motherboard, Copyright Law is a Beautiful Trainwreck: https://motherboard.vice.com/en_us/article/d73kyz/copyright-law-is-a-beautiful-trainwreck OR explore the 5 Useful Articles Archive at https://tinyletter.com/5ua/archive Rob Kitchin. (2013). Four critiques of open data initiatives. *The Programmable City.* Online: http://progcity.maynoothuniversity.ie/2013/11/four-critiques-of-open-data-initiatives/	
WED MAR 27: **COMMUNITY** **MAPPING**	We'll try and forget everything we just learned about google as we add material and Daily Twitter details to a Google Map.	**collaborative map (in class)**
WEEK 12: **DIGITAL DISPLAY** **MON APR 1: 2DH3** **RESEARCH SITE:** **SET UP AND** **PLANNING**	Set up and planning for a 2DH3 Research Site.	***journal entries due up to and including April 1***
WED APRIL 3: **RESEARCH SITE:** **EXECUTION**	As a class we'll work to display our results from our Crombie research on a wordpress site	
WEEK 13: **PRESENTATIONS** **MON APRIL 8:** **PROJECT** **PRESENTATIONS**	Schedule to be determined.	***final assignment project plan due***