DIGITAL HUMANITIES

Section: LIS–657–01
Semester: Spring 2014
Meeting Information: Tuesdays, 3:30–5:50 pm
Location: PMC, Room 609
Credits: 3
Prerequisites: None

Chris Alen Sula, Ph.D.
Office: PMC, Room 604B
Office Hours: Wednesdays 3:10 – 6:10 pm or by appt
p   212.647.7377
e   csula@pratt.edu
w http://chrisalensula.org

COURSE DESCRIPTION

This course examines the history, theory, and practice of digital humanities, paying special attention to the ways in which digital humanities are transforming research, disciplines, and even the academy itself. Topics include contrasts and continuities between traditional and digital humanities; tools and techniques used by digital humanists; the processes of planning, funding, managing, and evaluating digital humanities projects; ways in which the digital humanities impact scholarly communication and higher education; and the special roles of libraries and information professionals in this growing movement.

COURSE GOALS + LEARNING OBJECTIVES

The goals of this course are to:
*   explore various theoretical and applied perspectives on the digital humanities
*   develop familiarity with a wide range of digital humanities projects, methods, and tools
*   build skills in planning, developing, and evaluating digital humanities projects

By the end of this course, students will be able to:
*   critically discuss digital humanities in light of current theories and methods
*   explain how digital humanities methods and practices are applied in different disciplines
*   conduct basic digital humanities research and research-supporting activities
*   facilitate digital humanities work at various levels and stages

REQUIRED TEXTS

*   Anne Burdick, Johanna Drucker, Peter Lunenfeld, Todd Presner, and Jeffrey Schnapp. *Digital_Humanities* (MIT Press, 2012) [open access edition at http://mitpress.mit.edu/books/digitalhumanities-0]
*   Matthew Gold, *Debates in the Digital Humanities* (University of Minnesota Press, 2012) [open access edition at http://dhdebates.gc.cuny.edu]
*   Stephen Ramsey, *Reading Machines: Toward an Algorithmic Criticism* (University of Illinois Press, 2011)
*   Susan Schreibman, Ray Siemens, John Unsworth, eds. *A Companion to Digital Humanities* (Blackwell, 2004) [open access edition at http://www.digitalhumanities.org/companion]
*   Additional readings [available on Learning Management System via my.pratt.edu]

COURSE WEBSITE

All students enrolled in the course have access to course materials on Pratt's Learning Management System (a Moodle installation) available at my.pratt.edu. Please make sure you know how to access LMS and use Moodle. Also, please note that LMS facilitates communication using Pratt e-mail only. If you do not use your Pratt account, please use webmail to forward your Pratt e-mail to an account that you do use.

COURSE FORMAT

This course is a survey of digital humanities, which includes presentations, lecture, and discussion. Each student is required to read the articles assigned on a weekly basis in advance of the session for which they are assigned. Each class will be devoted to discussion of the required readings for that week, as well as student work pertaining to those readings. Students will bring their own ideas, experience, and interpretations to class and will learn from contributing and hearing others.

COURSE REQUIREMENTS + ASSIGNMENTS

Your grade in the course will be based on the following:

Disciplinary presentation	20%
DH event & article	20%
Twitter digest	20%
Final project	40%

Disciplinary presentation (20%)
Near the beginning of the semester, students will present digital humanities approaches within a particular discipline. Each student/pair will present on a different discipline and should reference several project examples.

DH event & article (1 article, 20%)
Students will choose at least one DH event (e.g., lecture, un/conference, workshop) to attend during the semester. Each student will submit an article of approx. 1,000 words to dh.prattsils.org. The article should describe the event and reflect on its significance for DH/ers. Your article should be informed by our readings and discussions, and you should demonstrate this by citing/using readings where they are relevant. Critical reviews are welcome, and you should write using a style that is suitable for academics and LIS professionals. Your article may be published publicly (recommended) or behind a password.

Twitter digest (for a 1-week period, 20%)
Students will sign up to monitor digital humanities Twitter discussion for a one-week period (Sun–Sat) during the semester. Each student/pair will prepare a Monday morning digest using Storify that covers trending topics/ideas in the field, highlights new tools, announces events, etc. all based on discussion during the previous week. Draft posts may be emailed to csula@pratt.edu by 5pm on Sunday for optional review, and students will make a short presentation of their posts at the start of the class session following their post.

Final project (40%)
Students may complete a range of activities for their final projects including:
- working on an existing digital humanities project, accompanied by critical reflections on that work;
- completing original research in the digital humanities, accompanied by critical reflections on that work;
- developing a grant proposal for a digital humanities project, including project design, implementation, budget, evaluation, and preservation; or
- writing a research paper that reflects on the theory, methodology, or impact of the digital humanities.

Students may work individually or collectively; if collectively, each member must email me a short statement (max 500 words), coped to all other group members, describing their individual contributions to the project. Students should discuss potential projects with me during the semester and have a project description (max 250 words) approved via email by April 15. Students will make a short presentation of their draft work in class; revised projects are due to LMS by May 11.

GRADING

All graded assignments are due on the date indicated. All assignments will be graded on a rubric basis, with the criteria circulated in advance. Final grades will be awarded as follows:

- A   sustained level of superior performance demonstrated in all areas of course requirements
- B   consistent level of performance that is above average in a majority of the course requirements
- C   performance that is generally average and course requirements are achieved
- D   below average performance and achievement of the course requirements
- F   accomplishment of the course requirements is not sufficient to receive a passing grade

Late work will not be accepted without prior approval by the professor. Students with health conditions or no-fault hardships are strongly encouraged to notify the professor immediately to discuss their work plan.

E-PORTFOLIO

Students entering the MSLIS degree program in fall 2012 are required to complete an eportfolio that is approved by their advisor before graduation. The eportfolio provides students with an opportunity to showcase their best work from SILS courses and an opportunity to demonstrate they have met the learning objectives of a MSLIS degree. Work completed for this course may be included in the eportfolio, esp. work satisfying bolded areas below. Students must demonstrate that their work jointly fulfills the following learning outcomes:

1. **Students carry-out and apply research**
2. **Students demonstrate excellent communication skills and create and convey content**
3. **Students use information technology and digital tools effectively**
4. **Students apply concepts related to use and users of information and user needs and perspectives**
5. **Students perform within the framework of professional practice**

Detailed information on the learning outcomes, requirements and how to create your eportfolio is available from: http://www.pratt.edu/academics/information_and_library_sciences/about_sils/sils_eportfolio/

POLICIES

Academic Integrity & Institute-Wide Policies
Students are expected to adhere to the Academic Integrity Code and Judicial Process of the Pratt Institute. All infractions will be reported, and I am disposed to fail all violators for the entire course. Students must adhere to the Pratt Community Standards listed in the current Student Handbook.

Disabilities
Students who require special accommodations for disabilities must obtain clearance from the Office of Disability Services at the beginning of the semester. For further information, contact the Coordinator of Disability Services in the Office of the Vice President for Student Affairs at 718.636.3711.

Missed Sessions and Incompletes
If you miss a session, be sure that you complete the readings, consult your classmates or the professor about the discussion, and (as always) demonstrate your knowledge of previous readings in later sessions. Students with three or more absences for *any* reason will not receive an A in the course and, in accordance with Pratt Institute policy, may fail the course. The professor is generally allergic to incompletes. Students with health conditions or no-fault hardships are encouraged to notify the professor immediately and discuss options for work plan.

Participation in Faculty Research
Students taking this class may be asked to participate in faculty-sponsored research; all contributions will be appropriately credited.

Revisions to the Syllabus
While this syllabus provides a reliable framework for the course, including readings and assignments, it is subject to change pending notice in class and on the course website.

COURSE SCHEDULE

This is a tentative outline of topics, readings, and assignments. On occasion, I may add, delete, or substitute topics or readings. Changes will be announced in class and posted to LMS; no printed updates will be given.

WEEK	DATE	TOPICS, READINGS, AND ASSIGNMENTS

INTRODUCTION

1	1/21	**Course Introduction**

- Davidson, Cathy N. (2008). "Humanities 2.0: Promise, Perils, Predictions" *PMLA* 123(3): 707–17
- Burdick, Anne, et al. (2012). "Digital Humanities Fundamentals" in *Digital_Humanities,* 122–23

2	1/28	**History and Theory of Digital Humanities**

- Hockey, Susan (2004). "The History of Humanities Computing" in *Blackwell Companion to Digital Humanities*
- Burdick, Anne, et al. (2012). "Humanities to Digital Humanities" in *Digital_Humanities*, 3–26
- Rieder, Bernhard and Theo Röhle (2012). "Digital Methods: Five Challenges" in *Understanding Digital Humanities*, ed. David M. Berry. New York: Palgrave Macmillan, 67–84

3	2/4	**Digital Humanities in the Disciplines**
4	2/11	*Student presentations*

5	2/18	**The Culture of Digital Humanities**

- Burdick, Anne, et al. (2012). "The Social Life of Digital Humanities" and "Provocations" in *Digital_Humanities*, 73–120
- Snow, C. P. (1990). "The Two Cultures" *Leonardo* 23(2/3): 169–173
- Kirschenbaum, Matthew (2011). "Digital Humanities As/Is a Tactical Term" in *Debates*
- Liu, Alan (2011). "Where Is the Cultural Criticism in Digital Humanities" in *Debates*
- Galina, Isabel (2013). "Is There Anybody Out There? Building a Global Digital Humanities Community." Lecture delivered at DH2013 Conference, University of Nebraska, Lincoln.

METHODS

6	2/25	**Text Analysis**

- Ramsay, Stephen (2011). *Reading Machines*. Urbana, Ill.: University of Illinois Press.

7	3/4	**Network Analysis**

- Marsden, Peter V. (2011). "Survey Methods for Network Data" in *Sage Handbook of Social Network Analysis*, eds. John Scott and Peter J. Carrington. London: Sage, 370–88
- Krempel, Lothar (2011). "Network Visualization" in *ibid.*, 558–77

8	3/11	**Geohumanities**

- MacEachren, Alan M. and Menno-Jan Kraak (2001). "Research Challenges in Geovisualization" *Cartography and Geographic Information Science* 28(1), 3–12
- Wood, Denis (2010). *Rethinking the Power of Maps*. New York: Guilford, Introduction

- Crampton, Jeremy W & John Krygier (2006). "An Introduction to Critical Cartography" *ACME: An International E-Journal for Critical Geographies* 4 (1), 11–33
- Plewe, Brandon (2002). "The Nature of Uncertainty in Historical Geographic Information" *Transactions in GIS* 6(4): 431–456

| 9 | 3/18 | **NO CLASS**—Spring Break |

IMPACT

| 10 | 3/25 | **Digital Humanities and Libraries** |

- Kamada, Hitoshi (2010). "Digital Humanities: Roles for Libraries?" *College & Research Libraries News* 71(9), 484–485
- Sula, Chris Alen (2013). "Digital Humanities and Libraries: A Conceptual Model" *Journal of Library Administration* 53(1): 10–26
- Posner, Miriam (2013). "No Half Measures: Overcoming Common Challenges to Doing Digital Humanities in the Library" *Journal of Library Administration* 53(1): 43–52
- Vandegrift, Micah and Stewart Varner (2013). "Evolving in Common: Creating Mutually Supportive Relationships Between Libraries and the Digital Humanities." *Journal of Library Administration* 53(1): 67-78.

| 11 | 4/1 | **Higher Education and Scholarly Communication** |

- Mowitt, John (2012). "The Humanities and the University in Ruins" *Lateral* 1 http://lateral.culturalstudiesassociation.org/issue1/content/mowitt.html
- Waltzer, Luke (2012). "Digital Humanities and the 'Ugly-Stepchildren' of American Higher Education" in *Debates*
- Burdick, Anne, et al. (2012). "Emerging Methods and Genres" in *Digital_Humanities*, 29–60
- Fitzpatrick, Kathleen (2012). "Beyond Metrics: Community Authorization and Open Peer Review" in *Debates*
- Jensen, Michael (2007). "Authority 3.0" *Journal of Scholarly Publishing* 39(1): 297–307

| 12 | 4/8 | **Teaching and Pedagogy** |

- Brier, Steve (2012). "Where's the Pedagogy? The Role of Teaching and Learning in the Digital Humanities" in *Debates* #22
- Davidson, Cathy (2012). "Why We Need a 4th R: Reading, wRiting, aRithmetic, algoRithms" *DMLcentral*
- Leon, Sharon (2010). "21st Century Public History," *[bracket]*. [blog].

PROJECT MANAGEMENT

| 13 | 4/15 | **Planning, Funding, and Digital Preservation** |

- Burdick, Anne, et al. (2012). "The Project as Basic Unit" in *Digital_Humanities*, 124–25
- Pitti, Daniel (2004). "Designing Sustainable Projects and Publications" in *Companion*
- Price, Kenneth (2009). "Edition, Project, Database, Archive, Thematic Research Collection: What's in a Name?" *Digital Humanities Quarterly* 3(3)
- Smith, Abby (2004). "Preservation" in *Companion*

| 14 | 4/22 | **Evaluation & Usability** |

- Burdick, Anne, et al. (2012). "How to Evaluate Digital Scholarship" in

Digital_Humanities, 128–29

- Oxford Internet Institute, "Usage and Impact Study of JISC-Funded Phase 1 Digitisation Projects & the Toolkit for the Impact of Digitised Scholarly Resources (TIDSR)"
- Gibbs, Fred & Trevor Owens (2012). "Building Better Digital Humanities Tools: Toward Broader Audiences and User-Centered Designs" *Digital Humanities Quarterly* 6(2)
- Warwick, Claire (2012). "Studying users in digital humanities" in *Digital Humanities in Practice*, eds. Warwick, Melissa Terras, and Julianne Nythan. London: Facet.

| 15 | 4/29 | **Final Projects** |
| 16 | 5/6 | *Student presentations* |

| SUN | 5/11 | *Final projects due* |