



School of Information & Library Science
144 West 14th Street, 6th floor
New York, NY 10011-7301

DIGITAL HUMANITIES I

Section: LIS-657-01

Semester: Spring 2015

Meeting Information: Tuesdays, 3:00-5:50 pm

Location: PMC, Room 609

Credits: 3

Prerequisites: None

Chris Alen Sula, Ph.D.

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Office Hours: Wednesdays, 3:30-6:30 pm or by appt

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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 OUTCOMES

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>]
- Franco Moretti, *Graphs, Maps, Trees: Abstract Models for Literary History* (Verso, 2007) [ISBN 9781844671854]
- 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

Disciplinary presentation (15 minutes plus questions, 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.

Event attendance & article (1,000 words, 20%)

Students will choose at least one DH event (e.g., lecture, un/conference, workshop) to attend during the semester and submit an article of approx. 1,000 words to dh.prattsils.org within one week of attending the event. 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. Students will make a short in-class presentation about the event during the first class following the article post.

Instructional post (1 post, 20%)

Each student will submit one new post during the semester to DHskillshare, an open access knowledge resource for digital humanists. This instructional post may be primarily recorded (video or audio) or written and it should do one or more of the following: teach beginners an important, useful, or interesting technology skill; explain how software/tools can be used for a specific purpose; present a template/recipe for a particular type of DH study; compare/review existing resources; explain the methodology behind a tool or technique; etc. All topics should be approved with the professor before work begins.

Research experiment & report (2,000–3,000 words, 20%)

Following the unit on methods, students will complete a small research experiment. The experiment may be completed individually or groups and should address a clearly framed humanities question using one or more digital tools. A short report (2,000–3,000 words) detailing the question, background literature, methodology, results, and future directions will be due following the experiment and presented in class.

Twitter digest (20%)

Students will sign up to monitor digital humanities Twitter discussion for a one-week period (Sun–Sat) during the semester. Each student will prepare a Storify digest 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 posts. Posts are due on Monday mornings.

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 e-Portfolio that is approved by their advisor before graduation. The e-Portfolio 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 e-Portfolio, 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 e-Portfolio 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
<hr/> INTRODUCTION <hr/>		
1	1/20	Course Introduction <ul style="list-style-type: none">Davidson, Cathy N. (2008). "Humanities 2.0: Promise, Perils, Predictions" <i>PMLA</i> 123(3): 707–17Burdick, Anne, et al. (2012). "Digital Humanities Fundamentals" in <i>Digital_Humanities</i>, 122–23"Taxonomy of Digital Humanities Research Activities (TaDiRAH)" https://github.com/dhtaxonomy/TaDiRAH/blob/master/reading/activities.md
2	1/27	History and Theory of Digital Humanities <ul style="list-style-type: none">Hockey, Susan (2004). "The History of Humanities Computing" in <i>Blackwell Companion to Digital Humanities</i>Burdick, Anne, et al. (2012). "Humanities to Digital Humanities" in <i>Digital_Humanities</i>, 3–26Pressner, Todd, et. Al (2009) "Digital Humanities Manifesto 2.0" http://www.toddpresner.com/?p=7Spiro, Lisa (2012). "'This is Why We Fight': Defining the Values of the Digital Humanities" in <i>Debates</i>
3	2/3	Digital Humanities in the Disciplines <i>Student presentations</i>
4	2/10	The Culture of Digital Humanities <ul style="list-style-type: none">Burdick, Anne, et al. (2012). "The Social Life of Digital Humanities" and "Provocations" in <i>Digital_Humanities</i>, 73–120Snow, C. P. (1990). "The Two Cultures" <i>Leonardo</i> 23(2/3): 169–173Liu, Alan (2009). "Digital Humanities and Academic Change." <i>English Language Notes</i> 47: 17–35Galina, Isabel (2013). "Is There Anybody Out There? Building a Global Digital Humanities Community." Lecture delivered at DH2013 Conference, University of Nebraska, Lincoln
<hr/> METHODS <hr/>		
5	2/17	Text Analysis <ul style="list-style-type: none">Moretti, <i>Graphs, Maps, Trees</i>, pp. 3–34Hoover, David (2014). "Textual Analysis" in <i>Literary Studies in the Digital Age</i>. MLA.
6	2/24	Geohumanities <ul style="list-style-type: none">Moretti, <i>Graphs, Maps, Trees</i>, pp. 35–66Kretzschmar, Jr., William A. (2014). "GIS for Language and Literary Study" in <i>Literary Studies in the Digital Age</i>. MLA.Gregory, Ian and Paul S. Ell (2007). <i>Historical GIS: Technologies, Methodologies, and Scholarship</i>. Cambridge University Press. Chs. 1 & 9

- 7 3/3 **Network Analysis**
- Moretti, *Graphs, Maps, Trees*, pp. 67–96
 - Kadushin (2011). *Understanding Social Networks: Theories, Concepts, Findings*. Oxford University Press, Chs. 1–4
 - Weingart, Scott B. (2011). "Demystifying Networks, Parts I & II" *Journal of Digital Humanities* 1.1

IMPACT

- 8 3/10 **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.
- 9 3/17 **NO CLASS**—Spring Break
- 10 3/24 **NO CLASS**—iConference 2015
- 11 3/31 **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>
 - 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 4/7 **Teaching, Learning, and Public Humanities**
- Brier, Steve (2012). "Where's the Pedagogy? The Role of Teaching and Learning in the Digital Humanities" in *Debates* #22
 - Bonds, E. Leigh (2014). "Listening in on the Conversations: "An Overview of Digital Humanities Pedagogy." *The CEA Critic* 76(2): 147–57.
 - Davidson, Cathy (2012). "Why We Need a 4th R: Reading, wRiting, aRithmetic, algoRithms" *DMLcentral*
 - Leon, Sharon (2010). "21st Century Public History," *[bracket]*. [blog].
- 13 4/14 **Digital Cultural Heritage**
- Sula, Chris Alen (forthcoming). "Digital Humanities and Digital Cultural Heritage (Alt-History and Future Directions) in *Cultural Heritage Information Access and Management*, eds. Ian Ruthven and G. C. Chowdhury. London: Facet.
 - Hazan, Susan (2010). "A Crisis of Authority: New Lamps for Old" in *Theorizing Digital Cultural Heritage*, eds. Fiona Cameron and Sarah Kenderdine. Cambridge, Mass.: MIT Press, 133–147
 - "Museums, Libraries, Archives, and the Digital Humanities—Get Involved!" Open Objects. Posted 14 Aug 2012. <http://openobjects.blogspot.com/2012/08/museums-libraries-archives-and-digital.html>

PROJECT MANAGEMENT

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| 14 | 4/21 | Planning, Funding, and Digital Preservation <ul style="list-style-type: none">• Burdick, Anne, et al. (2012). "The Project as Basic Unit" in <i>Digital_Humanities</i>, 124–25• Pitti, Daniel (2004). "Designing Sustainable Projects and Publications" in <i>Companion</i>• Price, Kenneth (2009). "Edition, Project, Database, Archive, Thematic Research Collection: What's in a Name?" <i>Digital Humanities Quarterly</i> 3(3)• Smith, Abby (2004). "Preservation" in <i>Companion</i> |
| 15 | 4/28 | Evaluation & Usability <ul style="list-style-type: none">• Burdick, Anne, et al. (2012). "How to Evaluate Digital Scholarship" in <i>Digital_Humanities</i>, 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" <i>Digital Humanities Quarterly</i> 6(2)• Warwick, Claire (2012). "Studying users in digital humanities" in <i>Digital Humanities in Practice</i>, eds. Warwick, Melissa Terras, and Julianne Nythan. London: Facet. |
| 16 | 5/5 | NO CLASS —Studio Week |
| 17 | 5/12 | Final Conferences |