**Introduction to Digital Humanities**  
**Graduate Seminar, Fall 2016**

*note: this document is a synthesis of the live online syllabus found at [https://introtodh2016.web.unc.edu/](https://introtodh2016.web.unc.edu/) . PDF updated 9/9/16.*

**Course Info**

HIST 890-002  
Tuesdays 5 - 7:30 pm  
Global Center 3033  

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Office hours by appointment  
Digital Innovation Lab (Greenlaw 431)

**Description**

This graduate seminar is designed to introduce students to the theories and methods of the digital humanities. We begin with an overview of DH from its roots post-WWII to the present, and proceed to the emerging practices, theoretical underpinnings and disciplinary paradigms of the young field. In keeping with the digital humanities’ commitment to experimentation, public discourse, and praxis, we will compile a web presence for our seminar that includes blog posts from students that engage with the discussions and readings. A series of tutorials will provide hands-on experience with a range of common digital humanities tools. The seminar will culminate in a final project in which students apply DH methodologies to their own research interests.

**Seminar format**

The seminar is designed to emphasize the dialogue between theory and practice. Half of each session will be devoted to discussion around the weekly readings which give a theoretical context to the tools and technologies we’ll explore through hands-on exercises and labs in the second half of class. Some of this time may also be used for workshopping ongoing progress with the final DH project.

**Course Requirements and Grading**

25% – Discussion Participation: Rotating leadership and presentation of weekly readings; weekly blog posts that engage with the discussion topic.

25% – Completion of tutorial workshops, as well as one week as workshop leader. Please bring a laptop as we will be doing digital exercises in class.

50% – Final project, in two phases. Phase one is a 1500 word essay due Week 8 (Oct.11); Phase two is a web-based project due and presented in class Week 16 (Dec.6).
Assignments

Readings and Discussion
This part of the grade (25%) has four parts: completion of readings, a weekly blog post, participation in in-class discussion, and two weeks as discussion leader.

Post a comment on the course website (around 300 – 500 words) responding to the week’s readings. Please also review your classmates’ comments. Blog posts are due each Sunday by 8pm, in order to give discussion leaders time to incorporate responses into their presentation.

Discussion will be led on a rotating basis by members of the seminar. Discussion leader duties are as follows:

- Present a short (10-15 minute) overview of the readings during the seminar. Can include online demos, visuals, or other aids. (Hint: Consider the author -- what is their background and affiliation? What year was the piece written? How does all this form the context of the argument presented?)
- Choose 1 (or more) DH projects that exemplify the issues explored in the week’s readings. Include a discussion of this on your presentation. You may also add relevant readings to the ones listed.
- Review the week’s blog posts before the class meeting. Develop 2-3 discussion questions and/or provocations around the readings that will help inspire dialogue. Initiate a discussion inspired by the group’s posted responses.

Tutorial Workshops
In-class tutorial workshops (25% of the total grade) are intended to give students a broad exposure to DH tools and methods, while allowing them to go deeper in acquiring skill in areas relevant to their own work.

Workshops will be completed in class, with a short debriefing at the beginning of the following week.

Tutorials will be led on a rotating basis by the course instructor, students, and special guest experts. Each student will lead one tutorial, to be assigned by the instructor to reflect students’ expressed interest. Choose a topic in which you either have some experience and expertise, or are interested in learning more about. The duties of tutorial leaders are as follows:

- Attain a level of skill at the chosen tool sufficient to present a 1 hour introductory tutorial.
- Design an in-class assignment workshop assignment that will demonstrate basic hands-on engagement with the tool or method.
- Create a document with basic instructions and links to any support materials, which will be distributed via the course webpage. This documentation should demonstrate critical engagement with the tools and technologies, as well as an ongoing exploration of the relevance of DH within the context of your own work. Examples of this could include:
  - screenshots
  - prototypes
  - text describing your experience with the tool/technology, problems encountered, comparisons with other platforms
evaluation of where this tool fits within the theoretical context of the seminar readings/discussion
- ideas of how you would go forward with this tool, or why you wouldn’t
- Critically evaluate the tool and discuss its potential for enhancing humanities research.

Final Project
50% of the total grade. Using datasets from their own area of interest, students will design and implement a project prototype using one (or more) of the many methodologies that fall under the broad umbrella of Digital Humanities. Projects will be graded on the thoughtfulness of the research agenda, feasibility of the project plan, rigor of data management, depth of engagement with critical issues in DH, and quality of presentation in the user interface.

The project will be completed in two phases. Phase 1 (due Oct.11) will take the form of a 1,500 word essay with the following content:

- Description of the project: What are the research goals, and the proposed methodology?
- Critical literature review: Choose around 3 mature DH projects which are relevant to your research topic or methodology. Discuss how these projects fit into the wider DH landscape and form a context for your work.
- Propose a scope and form for the final deliverable and a plan for completion.

The Phase 1 essay will be presented in class Oct.11 in slideshow format, with time for feedback and discussion. A pdf should also be submitted to the instructor.

Phase 2 will be due the final day of class, and consists of a webpage with digital content as well as the essay material from Phase 1. Final presentations will take place in class Dec.6 in conference format.

Schedule

Week 1 – Aug.23
Introduction
Structure and Goals of the Course
What is Digital Humanities?
DH Resources

Week 2 – Aug.30
Discussion Topic: Defining Digital Humanities
- Kathleen Fitzpatrick, “The Humanities, Done Digitally”, Debates in Digital Humanities, 2012
- Tom Scheinfeldt, “Where’s the Beef? Does Digital Humanities Have to Answer Questions?”, Debates in Digital Humanities, 2012
Workshop: DH Projects: Anatomy, Analysis & Critique
- Group analysis of projects in DH Commons
- Analysis of DH projects (Johanna Drucker)

Week 3 – Sept.6
Discussion Topic: A Brief History of DH
- Vannevar Bush, “As We May Think”, The Atlantic, July 1945.

Workshop: Humanities Data: Where to get it?
- Humanities Data Repositories (UCI Libraries)
- Web scraping (Programming Historian)
- Import.io
- Web Scraping with Python
- Data USA

Week 4 – Sept.13
>> Meet in Digital Innovation Lab (Greenlaw 431)<<
Workshop: Prospect (Michael Newton) 5-6 pm
Discussion Topic: Visualization, Archives, Curation

Week 5 – Sept.20
Discussion Topic: Data Ontologies

Workshop: Cleaning and Preparing Data
- Data & Design: a simple introduction to preparing and visualizing information
- OpenRefine
- Excel
• **Relational databases:**
  - Access
  - FileMaker
  - LibreOffice Base
  - Airtable

  • **Designing databases for historical research**

**Week 6 – Sept.27**

>>Meet in Kenan Makerspace<<

Workshop: 3D printing, scanning, and electronics (Makerspace Staff) 5-6 pm

**Discussion Topic: Interface**

- Bruce Tognazzini, “First Principles of Interaction Design”

**Week 7 – Oct.4**

**Discussion Topic: Text Analysis**

- N. Katherine Hayles, “How We Read: Close, Hyper, Machine” (video)

Workshop: Text Analysis

- **Voyant**
- **AntConc**
- **Topic Modeling Tool**
- **Mallet**

**Week 8 – Oct.11**

>> Project Phase 1 Workshop<<

PDFs due by email and presentations in class.

**Week 9 – Oct.18**

>>No Class<<

**Week 10 – Oct.25**

**Discussion Topic: Cultural Criticism**


Workshop: Network Analysis
- Guide to basic principles of network analysis
- Google Fusion Tables
- Network Visualization of Historical Sources
- Cytoscape
- Gephi

Week 11 – Nov.1
Discussion Topic: Historical Practices

Workshop: Charts and Graphs
- Palladio
- What chart of graph is right for you?
- Tableau
- Excel

Week 12 – Nov.8
Discussion Topic: non-Textual Data

Workshop: Getting Started with Programming
- Intro to Python - The Programming Historian
- Humanities Data in R

Week 13 – Nov.15
Discussion Topic: Critical Cartography
- Todd Presner and David Shepard, “Mapping the Geospatial Turn”, A New Companion to Digital Humanities, 2016.
• Shannon Mattern, “Critiquing Maps”, 2013
• Bill Rankin, “Redrawing the Map”, 2015

Workshop: Mapping (MS)
• Carto
• Esri Story Maps

Week 14 – Nov.22
Discussion Topic: 3D, Virtual & Augmented Reality

Workshop: 3D Modeling (MS)
• SketchUp
• Sketchfab

Week 15 – Nov.29
Discussion Topic: New Models for Scholarly Publishing
• Kathleen Fitzpatrick, “Peer Review”, A New Companion to Digital Humanities, 2016.

Workshop: Web Publishing
• Scalar
• Omeka
• WordPress
• Drupal

Week 16 – Dec.6
>>FINAL PRESENTATIONS<<