Syllabus & Course Readings

Digital Humanities
ILS 657 Fall 2015

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Office Hours: Thursdays, 10:30 a.m.-12:30 p.m., Scholars Commons

Course Description: Digital Humanities has been at the center of a lot of press lately: humanities disciplines see it opening new ways to study their subjects; libraries are able to make preservation, access, and delivery decisions with a suite of new tools available to them; the general public is able to see more of the work that goes on in institutions as projects are made available on the web. However, this new style of scholarship and democratization of access is not without its conflicts: there has been pushback from feminists and POC—who see DH as inheriting the values of a world of hard and software that is traditionally male, traditionally white, and traditionally hierarchal—and even traditional scholars—who see themselves as being “forced” to use computing in their work. In this course we will study the origins of Digital Humanities, some of the issues surrounding it, and ultimately how to do responsible, exciting work in the field.

Computer/Software Usage: While most assignments may be completed on the Macs in the lab, there are times when having access to a PC upon which you have admin privileges will make your life much easier. Similarly, there are software packages you may be required to install or familiarize yourself with ahead of class. Classes for which this is true will be marked with an asterisk.

Canvas: The syllabus, class assignments, and announcements, will be made available in Canvas [canvas.iu.edu]. Updates to the class schedule or assignments will always be announced in class and posted in Canvas.

Scalar: Together, we will be constructing a course book in Scalar (http://scalar.usc.edu/). The version we will be using is in beta-testing, so we will learn about helping another group launch and debug in real time.
Assignments:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points (out of 1000)</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Media Reporting</td>
<td>100</td>
<td>List of those you are following, September 9; Report, November 12</td>
</tr>
<tr>
<td>Data Set Description + Phase 1</td>
<td>50</td>
<td>September 17</td>
</tr>
<tr>
<td>Data Set Phase 2</td>
<td>50</td>
<td>October 6</td>
</tr>
<tr>
<td>Scalar Contributions</td>
<td>200</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Final Project Proposal</td>
<td>100</td>
<td>October 21</td>
</tr>
<tr>
<td>Wikipedia Edit-a-thon</td>
<td>100</td>
<td>October 19</td>
</tr>
<tr>
<td>Final Project</td>
<td>400</td>
<td>December 10</td>
</tr>
</tbody>
</table>

Data Set
We will have lab assignments most weeks. To facilitate these exercises and to give you raw material for final projects, you will assemble a dataset focused on a particular topic. We will be working with the Humanities Information course, and you will be paired with a student from that class who will become your Humanities Librarian consultant. S/he will help you to find materials for your dataset.

Below are the minimum requirements:
- A digital text corpus of at least 400,000-500,000 words (submit as .txt or XML files). You may build a collection of novels, poems, historical documents, social media feeds, song lyrics, etc. Some sources to mine include:
  - The Oxford Text Archive
  - Project Gutenberg
  - The Internet Archive
- An image collection of at least 25 digital images
- A spreadsheet with 50 rows with columns for “event,” “date,” “location,” and geographic coordinates (lat, long).
- A link to a separate page that is a README based on the model provided by Vagrant Lives (due at the very end)

You may supplement these minimum requirements with other data: audio, video, etc.

For example, a dataset might consist of the works of Mary Wollstonecraft, who wrote about women’s rights, the French revolution, travel, conduct, and other myriad topics.
You might focus on the travel narrative and images in the dataset might include paintings and illustrations of the places mentioned. The spreadsheet would then focus on the dates/places/events in the narrative. Your Humanities Librarian Consultant will also be doing assignments based on this material, so use this resource to its fullest extent!

**Description**
During the third week of class (September 10) you will begin to write a page in our Scalar book that:
- provides an overview of the topic of your dataset

**Phase 1** of your dataset will be due on September 17. Phase 1 includes:
- a text upon which you want to focus
- 10 geographic locations related to the text for use in our mapping class meeting
- *10 images that go along with those geographic locations (remember they must in the public domain) (NB: ideal, but not necessary)

**Phase 2**
By October 6 you will add language to the Scalar page that
- explains your rationale for assembling the materials
- discusses what you have already learned about the data through the process of finding and gathering materials with your Humanities Librarian Consultant
- discusses the sources of your materials
- a Canvas submission that will include a link to a zip or tar archive of the data (which should be distributed in non-proprietary formats (e.g. plain text, XML, TIFF, PNG, CSV, etc.).

**Social Media Reporting**
Much of the scholarly discourse in the digital humanities occurs in social media sites and people via outlets such as blogs and Twitter. As part of our course, you are asked to follow and report on some of these conversations. Over the course of the semester you must follow at least three **active** blogs (one or more posts per month) and four **active** Twitter feeds (multiple tweets per day).

By the end of class on September 10th, you should have posted a list (with names and links) of the 3 blogs and 4 Twitter feeds you are following this semester, along with remarks about how/why you chose this group (it needs to be mixed: not all one gender,
not all people at large universities, people from various ethnic backgrounds--ask for
suggestions!). You will create a page in our class Scalar book and post this material
there. If you would it would be best to show up with a rough draft of your post written
in the word processing application of your choice.

Later in the semester you will post a 750-1000 word discussion in our Scalar book about
what you've learned from following these social media outlets and how they have
influenced your thinking about the topics of our course.

Wikipedia Edit-a-thon
You will choose an article that dovetails with the subject of your final project. I will help
you with the visual editor, but there will be a video to watch ahead of time about why
getting more people from different backgrounds involved in Wikipedia matters. We will
have a collaborative edit-a-thon the week of October 19th with the Humanities
Information course.

Final Project
As part of this course you will develop a digital humanities project. Throughout the
semester we will see many examples of the different types of projects done in digital
humanities. Some possibilities include:

• A digital edition of a shorter text or collection of short texts.
• A visualization of humanities texts or data.
• A computational analysis of humanities texts or data.
• An interpretive and analytical temporal and/or spatial exhibit.
• An online thematic research collection, which might combine many of the above
  elements.

The project will be part of our Scalar Course Book and will include roughly 2000 words
of text that provides an overview of the project, the motivations behind the project, and
a discussion of the development process. By October 14th, you will submit a project
proposal and plan. I will provide a template for the proposal.

Schedule

August 27 (Week 1): Introductions (Scalar)
• Course Overview, Assignments & Activities, Final Project
• Introduction to Scalar
September 3 (Week 2): What is DH, what is its history?


September 10 (Week 3): Perspectives (Wikipedia)

- Fish, Stanley. “The Digital Humanities and the Transcending of Mortality”. (Erin)

Social Media List Due by Wednesday, September 9, 5 p.m.

September 17 (Week 4): Digital Humanities and Libraries (Omeka)
Guest Speaker: Adam Hochstetter

**Data Set Description + Phase 1 Due**

**September 24 (Week 5): Humanities Mapping**
Guest Speaker: Theresa Quill

Please be sure to bring your spreadsheet of locations.
• CartoDB Acadaemby: http://academy.cartodb.com/

*October 1 (Week 6): Digital Publishing Part 2 (TEI)*
Guest Speaker: John Walsh

Prior to class students should install Oxygen XML Editor on their personal machines. It is available for Mac and Windows on http://iuware.iu.edu/, under the “Development Tools” category.

**Readings:**
• TEI Consortium. A Gentle Introduction to XML.
• Renear, Allen H. Text Encoding.
• Willett, Perry. Electronic Texts: Audiences and Purposes

The exercises referenced in the videos and additional resources are available at: [http://dcl.ils.indiana.edu/intromarkup/](http://dcl.ils.indiana.edu/intromarkup/).

**October 8 (Week 7): Text Analysis (R: The Basics)**

Come to class having already created a Karst account: [https://kb.iu.edu/d/bezu](https://kb.iu.edu/d/bezu). Also download and install RStudio.


*Data Set Phase 2 Due.*

**October 15 (Week 8): Text Analysis Redux (RStudio on Karst)**

- Talk about previous week's readings!

**October 19 (Monday): Wikipedia Edit-a-thon, 4p.m.-8p.m.**

**October 21: Final Project Proposals Due, 5 p.m.**

**October 22: No Class**

**November 5 (Week 10): Topic Modeling with R (RStudio and TAG)**

- Follow the tutorials at [http://www.indiana.edu/~cyberdh/wordpress/r-tutorials/](http://www.indiana.edu/~cyberdh/wordpress/r-tutorials/).
*November 12 (Week 11): Network Analysis & Social Media Reporting*

**Install Cytoscape on your personal computer.**


*November 19 (Week 12): Digital Cultural Heritage (Photogrammetry)*

November 26 (Week 13): Thanksgiving, NO CLASS

December 3: Project Workshop

December 10: Project Presentations
Final Project due by midnight

POLICIES
Grading Policy

The following definitions of letter grades have been defined by student and faculty members of the Curriculum Steering Committee and have been approved by the faculty as an aid in evaluation of academic performance and to assist students by giving them an understanding of the grading standards of the Department of Information and Library Science.

<table>
<thead>
<tr>
<th>Grade</th>
<th>GPA</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>A (95-100%)</td>
<td>4.0</td>
<td>Outstanding achievement. Student performance demonstrates full command of the course materials and evinces a high level of originality and/or creativity that far surpasses course expectations.</td>
</tr>
<tr>
<td>A- (90-94.5%)</td>
<td>3.7</td>
<td>Excellent achievement. Student performance demonstrates thorough knowledge of the course materials and exceeds course expectations by completing all requirements in a superior manner.</td>
</tr>
<tr>
<td>B+ (87-89.5%)</td>
<td>3.3</td>
<td>Very good work. Student performance demonstrates above-average comprehension of the course materials and exceeds course expectations on all tasks as defined in the course syllabus.</td>
</tr>
<tr>
<td>B (84-86.5%)</td>
<td>3.0</td>
<td>Good work. Student performance meets designated course expectations, demonstrates understanding of the course materials, and is at an acceptable level.</td>
</tr>
<tr>
<td>B- (80-83.5%)</td>
<td>2.7</td>
<td>Marginal work. Student performance demonstrates incomplete understanding of course materials.</td>
</tr>
<tr>
<td>C+ (77-79.5%)</td>
<td>2.3</td>
<td>Unsatisfactory work. Student performance demonstrates incomplete and inadequate understanding of course materials.</td>
</tr>
</tbody>
</table>
| C (73-76.5%)| 2.0 | Unacceptable work. Course work performed at this level will not count toward the MLS or MIS degree. For the course to
D (63-66.5%)  1.0  count towards the degree, the student must repeat the
course with a passing grade.
D- (60-62.5%)  0.7  Failing. Student may continue in program only with the
permission of the Dean.

Academic dishonesty
There is extensive documentation and discussion of the issue of academic dishonesty in
the Indiana University “Code of Student Rights, Responsibilities and Conduct.” The
section on Plagiarism states:

3. Plagiarism
“Plagiarism is defined as presenting someone else’s work, including the work of other
students, as one’s own. Any ideas or materials taken from another source for either
written or oral use must be fully acknowledged, unless the information is common
knowledge. What is considered “common knowledge” may differ from course to
course.

a. A student must not adopt or reproduce ideas, opinions, theories, formulas, graphics, or
pictures of another person without acknowledgment.
b. A student must give credit to the originality of others and acknowledge indebtedness
whenever:
1. directly quoting another person’s actual words, whether oral or written;
2. using another person’s ideas, opinions, or theories;
3. paraphrasing the words, ideas, opinions, or theories of others, whether oral or written;
4. borrowing facts, statistics, or illustrative material; or
5. offering materials assembled or collected by others in the form of projects or collections
without acknowledgment"

From: http://www.iu.edu/~code/code/responsibilities/academic/index.shtml
Indiana University and School of Information and Library Science policies on academic
dishonesty will be followed. Students found to be engaging in plagiarism, cheating, and
other types of dishonesty will receive an F for the course. As a rule of thumb, when in
doubt, cite the source.