Digital Humanities in Practice

WEEK 1a: INTRODUCTION

Overview

We'll take the first session to work through various class housekeeping tasks.

1. <u>Introductions</u>

2. <u>Syllabus review</u>

Digital Humanities in Practice (NELC 296 B)—a no-prerequisite course to introduce students to concepts and methodologies of using digital humanities tools for dataset creation, analysis and presentation. These skills are essential for humanities and social science majors to develop in an increasingly competitive job market. Students will explore primary source material related to the lives and achievements of early pioneers in Near Eastern archaeology, focusing specifically on the period known as the 'Golden Age' of Egyptology at the end of the 19th and early 20th centuries.

Students will analyze primary source documents using text mining methodologies, build digital maps and timelines, and ultimately present research results on an online platform.

WEEK	THEME	DATE	TOPIC
1	INTRODUCTORY WEEK	Monday 1/6	Welcome! Syllabus review, assessment, expectations
		Wednesday 1/8	What is Digital Humanities? Exploring DH projects
2	PRIMARY SOURCES	Monday 1/13	Introducing the primary sources; sourcing content
		Wednesday 1/15	Paleography, transcribing and text as data
3	PLANNING	Monday 1/20	NO CLASS: MLK DAY
		Wednesday 1/22	Planning and managing digital projects
4	ARCHIVES & WRITING	Monday 1/27	Working with digital archives: Gale Primary Sources
		Wednesday 1/29	Microhistories and historical biography
	GATHERING &	Monday 2/3	Corpus building

5	**GATHERING & PREPARING DIGITAL MATERIAL**	Monday 2/3	Corpus building
		Wednesday 2/5	Preparing texts for analysis
6	**INTRODUCING DIGITAL TOOLS FOR TEXT ANALYSIS**	Monday 2/10	Quantitative or qualitative? Which digital tools?
		Wednesday 2/12	Sentiment Analysis
7	**DIGITAL TOOLS**	Monday 2/17	NO CLASS: PRESIDENTS' DAY
		Wednesday 2/19	Named Entity Recognition
8	**DIGITAL TOOLS**	Monday 2/24	Ngrams
		Wednesday 2/26	Mapping
9	**DIGITAL TOOLS**	Monday 3/2	Timelines and StoryMaps
		Wednesday 3/4	Hands on Lab work
10	**WRAPPING UP**	Monday 3/9	Hands on Lab work
		Wednesday 3/11	Presentations
		Friday 3/13	Final Projects Due

- **3. <u>Evaluation</u>**

- Assignments in the course will receive these weights. For collaborative work, your grade will be determined both by your individual contribution and by the overall quality of the project.

- **10% In Class Participation**

    - Attendance recorded by instructor in 'Roll Call Attendance' in Canvas.

    - Participation in discussion and group work, reference to course readings in discussion. Grade assigned based on observations of instructor.

- **30% Weekly Worklog/Discussion Post**

    - 9 weekly worklogs posted on the class Discussion Board, plus three replies to classmates' post.

A detailed weekly worklog is due by 11.59pm on Sunday of each week, prior to our class meeting on Mondays. Replies to three of your classmates is due by Tuesday of each week by 11.59pm.

Rubric:

Initial Post: submitted by Sunday deadline	15
Initial Post: addresses all parts of the question	15
Initial Post: 200-300 words in length	10
Initial Post: includes references to at least 3 reading or video resources	15
Initial Post: has been proofread and uses Standard English appropriate for college-level writing with few or no errors.	10
Reply Posts: three replies made by Tuesday deadline	15
Reply Posts: each reply further develops classmates' posts and ideas or offers additional analysis.	10
Reply Posts: concrete examples are used when appropriate to support statements.	10
Total points possible	**100**

Late weekly worklogs will lose 3 points/day.

- **60% Final Project & Presentation**

    - completion and presentation of final project with documentation. Full rubric to be published by week 4.

4. <u>**Reading and viewing**</u>

No book purchase is necessary. Our readings will mostly be from online, open source documents. Links to these will be posted in the weekly assignment list; feel free to read them online, download them to your computer or print them off so you can annotate them.

Each week, you will be assigned a set of articles to read, and one or two short videos to view. These may be lectures or tutorials recorded for this class, or material sourced from elsewhere which is appropriate for this introductory course. The expectation is that you are an active reader and viewer, taking notes on points that you find most salient and informative. You will be posting your notes and insights in your weekly work log, with appropriate citation, and this material is an important opportunity to demonstrate your understanding and generate active discussions with your peers and instructor.

5. Student outcomes/learning goals

Humanities and social sciences students will become familiar with a range of tools and technologies for text mining and text analysis that will enhance their abilities to succeed both as undergraduate researchers and in their lives after graduation. Students in technology disciplines will be able to explore the applications of digital tools to humanistic endeavors.

Students in this course will:
- Learn the basic vocabulary of concepts and tools in digital humanities and become acquainted with a range of projects, best practices and resources in the field.
- Gain hands-on experience of humanities dataset creation, curation, analysis and presentation.
- Gain an introductory knowledge of many open source digital tools or methods useful to broad humanities disciplines.
- Create a digital narrative to present the results of work in (2) .

6. Student and instructor expectations

Readings/Lectures: it's important to keep up with course reading and video material, as you will be discussing them with your classmates each week. They will provide a valuable theoretical and practical framework as you begin to work with digital humanities tools.

Other expectations:

- **Creativity:** there's a lot of room for curiosity and creativity in digital humanities, and there is no one "right" answer. This course is a place to explore connections between content and technology.
- **Failure:** You will be working with disciplinary content and technology that is unfamiliar to you, and at times you may struggle with analysis tools or your research material. Often the most valuable learning happens during this time! I will score your work in this course primarily on process rather than on the final product. Showing us something that doesn't work quite like you want/expect, and explaining your steps and what your goal is, indicates a level of engagement and curiosity we are all striving towards.
- **Respect:** You'll be interacting with your classmates in person and in the online environment, primarily on the discussion board in posts and replies. The expectation is that interactions will be respectful, kind and constructive at all times.
- **Feedback:** I expect to hear from you if something is going well, or less than well, at any point in the quarter. You can expect me to provide feedback on submitted work in a timely manner (within two weeks of submission). I am available to talk via Skype/Zoom/phone throughout the week, including weekends outside of class, so feel free to make an appointment to chat about course content, processes, concerns etc.

Precarity: Any student facing housing, food, or health challenges which they believe will affect their performance in this course is urged to contact me or the NELC Advisor's office for support and accommodation. One of the best strategies you can have is to tackle issues before they become a crisis: it's OK to ask for assistance!