Introduction to Digital Humanities

Course Codes: CMAC 222D | ISS 222D | VMS 203D
Class Meeting Times: Tuesdays & Thursdays 10:15-11:30AM EST
Class Meeting Locations:
  ● January 8-18, and April 7 via Zoom: [LINK]
  ● From January 20 (unless otherwise specified): Smith Warehouse Bay 11 A233 (Wired! Lab)
Sakai Site: [LINK]
Instructor: Hannah L. Jacobs, Digital Humanities Specialist for the Digital Art History & Visual Culture Research Lab (https://dahvc.org)
Pronouns: she/her/hers
Office hours: Tuesdays & Thursdays 11:30AM-12:30PM EST or by appointment: https://calendly.com/hj-wired/.

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Course Description
Digital approaches to humanistic research and its expression, across disciplines and fields. Critical approaches to the digital turn in contemporary culture; theoretical approaches to digital creation and digital remediation of analog sources. Topics include aesthetics, cultural impact, opportunities for global circulation. Critical contextualization around access, authorship, diversity and inclusion, media effects, and evaluation. Exercises in text analysis, digital mapping, data visualization, databases, networks, online archives and exhibitions, immersive media, situated within broader cultural debates on digital cultures, and on best practices for interdisciplinary collaboration.

Learning Outcomes
By the end of this course, students should be able to

- identify, describe, and analyze relationships between humanities and computers/computing;
- identify and discuss major theoretical concerns among digital humanists;
- critically evaluate technologies using a humanistic lens;
- identify and critically evaluate uses of technology in humanities scholarship and in broader applications;
- describe and/or apply a range of technological methods to humanities research questions.

A Note from the Instructor
The following sections outline not only the course’s content but also the course’s contexts in Smith Warehouse, at Duke, in Durham, and in North Carolina. There is a lot of information here,
much that may be repeated from other courses and some that may be new information to you. Please do review this syllabus carefully for any new information.

As long as it is, this syllabus is inevitably incomplete. **I reserve the right to make changes to the syllabus as the semester progresses, and I will aim to make these changes with the advice and agreement of the class.** That said, if you notice any errors or have any concerns about the syllabus’ contents, you can post a comment directly on the syllabus and/or reach out to me individually at hannah.jacobs@duke.edu. This is a living document. Your experience and knowledge is helping to shape it.

Please do not share this syllabus or any other course materials with anyone outside of the course without my written permission. The syllabus is licensed under a Creative Commons Attribution Non-Commercial license. However, I reserve the right to choose when and how it is distributed.

**Land Acknowledgment**

As a class, we acknowledge the Coharie, Eastern Band of Cherokee Indians, Haliwa-Saponi, Lumbee, Meherrin, Occaneechi Band of the Saponi, Sappony, and Waccamaw Siouan peoples whose lands include what is known today as North Carolina. We recognize those peoples for whom these were ancestral lands as well as the many Indigenous people who live and work in the region today.

Based on Duke Nasher Museum of Art’s land acknowledgment: [https://nasher.duke.edu/stories/art-for-a-new-understanding-a-conversation/](https://nasher.duke.edu/stories/art-for-a-new-understanding-a-conversation/)

Learn more about land acknowledgments: [https://nativegov.org/a-guide-to-indigenous-land-acknowledgment/](https://nativegov.org/a-guide-to-indigenous-land-acknowledgment/)


Learn about the Triangle Native American Society: [https://www.trianglenative.org/](https://www.trianglenative.org/)

Learn about Native American tribes in North Carolina:

- Eastern Band of the Cherokee: [http://cherokeepreservation.org/who-we-are/about-the-ebci/](http://cherokeepreservation.org/who-we-are/about-the-ebci/)
- Coharie Tribe: [http://coharietribe.org/history/](http://coharietribe.org/history/)
- Haliwa-Saponi Tribe: [https://www.haliwa-saponi.org/](https://www.haliwa-saponi.org/)
- Lumbee Tribe of North Carolina: [https://www.lumbeetribe.com/history--culture](https://www.lumbeetribe.com/history--culture)
- Meherrin Nation: [http://meherrinnation.org/index2.html](http://meherrinnation.org/index2.html)
- Sappony Tribe: [https://www.sappony.org/](https://www.sappony.org/)
- Waccamaw Siouan Tribe: [https://waccamaw-siouan.org/](https://waccamaw-siouan.org/)
Inclusion, Diversity, Equity, and Accessibility
As your instructor and a member of the Duke community, I am dedicated to creating a learning environment for you that is free from harassment, violence, and discrimination. This dedication includes my own ongoing personal education as well as participation in institutional initiatives, which currently includes participating in Safe Zone Training, helping to enact my department’s Statement on Black Lives Matter (https://aahvs.duke.edu/about/statement-support-black-lives), and co-leading a 2021-2022 Forum on Antiracist Pedagogy within Art, Art History & Visual Studies. I recognize that antiracist, anti-ableist, antihomophobic, and antisexist work must be ongoing at both personal and institutional levels in order for us to become a just, open society.

The following resources are available to you through Duke should you experience any harassment, violence, or discrimination based on your appearance and/or identity:

- Duke Office of Student Conduct: https://studentaffairs.duke.edu/conduct
- Duke Ombuds: https://oie.duke.edu/ombuds
- Duke Office of Institutional Equity – How to Report a Complaint or Concern: https://oie.duke.edu/complaints-and-concerns

The following resources are available to anyone wishing to further their own education concerning antiracism, anti-ablism, antihomophobia, antisexism, and more:

- White Supremacy Culture: https://www.whitesupremacyculture.info/
- Duke Anti-Racism: https://anti-racism.duke.edu/
- Duke Accessibility: https://accessibility.duke.edu/
- Bibliography on Creativity and Mental Health: https://exhibits.library.duke.edu/exhibits/show/creativity2020/bibliography
- Design Justice: https://design-justice.pubpub.org/
- Everyday Feminism: https://everydayfeminism.com/
- See also the resources under “Land Acknowledgment” above.

I welcome all conversations about inclusion, diversity, equity, and accessibility.

Pronouns
Pronouns are meaningful tools to communicate identities and experiences, and using pronouns supports a campus environment where all community members can thrive. I encourage everyone to state their pronouns and remind the class and/or me as needed. It’s also imperative that none of us assume we know someone’s gender if they haven’t explicitly provided their pronouns.
Please consider checking that your gender pronouns are entered in Duke Hub. You may also update your pronouns next to your name in Zoom using instructions found here: https://studentaffairs.duke.edu/csgd/pronouns/changing-pronouns-zoom.

Resources on pronouns can be found here: https://studentaffairs.duke.edu/csgd/training-resources/gender-pronouns.

Based on language provided by the Office of Undergraduate Education and Student Affairs.

Sexual Misconduct & Gender Violence

Duke's Sexual Misconduct Policy (https://studentaffairs.duke.edu/conduct/z-policies/student-sexual-misconduct-policy-duke's-commitment-title-ix) prohibits all forms of sex/gender-based harassment, sexual/gender violence, sexual exploitation, relationship violence (domestic violence and dating violence), and stalking. If you have experienced any of the above, there are many resources available to you, including:

- **Immediate Assistance and/or Medical Attention:**
  - Durham Police Department – 911
  - Duke University Police Department – 919-684-2444
  - Duke University Hospital Emergency Room – https://goo.gl/maps/8cfNL6diUWU8ff2V6

- **Non-Emergency Medical Attention:**
  - Student Health – https://studentaffairs.duke.edu/studenthealth

- **Confidential Counseling:**
  - Women's Center – https://studentaffairs.duke.edu/wc
  - Counseling & Psychological Services – https://studentaffairs.duke.edu/caps
  - DukeReach – https://studentaffairs.duke.edu/dukereach1

- **Reporting:**
  - Disciplinary Advisors – https://studentaffairs.duke.edu/conduct/services/disciplinary-advisors
  - Office of Student Conduct & Community Standards – https://studentaffairs.duke.edu/conduct
  - Office for Institutional Equity – https://oie.duke.edu/sexual-misconduct-title-ix

- **Education & Prevention:**
  - Women’s Center – https://studentaffairs.duke.edu/wc

- **Questions about Duke’s policy:** https://oie.duke.edu/ppdhrm

Mental Health

Your health is key to academic success. If your mental health concerns and/or stressful events negatively affect your daily emotional state, academic performance, or ability to participate in your daily activities, many resources are available to you, including those listed below. Duke encourages all students to access these resources, particularly as we navigate the transition and emotions associated with this time.

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Duke Student Government has worked with DukeReach (https://studentaffairs.duke.edu/dukereach1) and student advocates to create the “Two-Click Support” Form (https://bit.ly/TwoClickSupport).

- **DukeReach.** Provides comprehensive outreach services to identify and support students in managing all aspects of wellbeing. If you have concerns about a student’s behavior or health visit the website for resources and assistance. [https://studentaffairs.duke.edu/dukereach1](https://studentaffairs.duke.edu/dukereach1)
- **Counseling and Psychological Services (CAPS).** CAPS services include individual, group, and couples counseling services, health coaching, psychiatric services, and workshops and discussions. +1-919-660-1000
- **Blue Devils Care.** A convenient and cost-effective way for Duke students to receive 24/7 mental health support through TalkNow. [https://bluedevilscare.duke.edu/](https://bluedevilscare.duke.edu/)
- **DuWell.** (919) 681-8421, provides Moments of Mindfulness (stress management and resilience building) and Koru (meditation) programming to assist students in developing a daily emotional well-being practice. All are welcome and no experience necessary. duwell@studentaffairs.duke.edu, or [https://studentaffairs.duke.edu/duwell](https://studentaffairs.duke.edu/duwell).
- **International House.** The IHouse has a number of resources listed available to international students: [https://studentaffairs.duke.edu/ihouse](https://studentaffairs.duke.edu/ihouse).
- **Transgender and LGBTQIA+ Affirming Care.** Student Health offers services to ensure that students of all genders and sexualities receive the care they need. For more information see [https://studentaffairs.duke.edu/studenthealth/services#expand-accordion-13463](https://studentaffairs.duke.edu/studenthealth/services#expand-accordion-13463).
- **Graduate & Professional Student Council.** The GPSC offers a number of services to support graduate students: [https://sites.duke.edu/gpsc/](https://sites.duke.edu/gpsc/).

Managing daily stress and self-care are also important to well-being. Duke offers several resources for students to both seek assistance on coursework and improve overall wellness, some of which are listed below. Please visit [https://studentaffairs.duke.edu/duwell/holistic-wellness](https://studentaffairs.duke.edu/duwell/holistic-wellness) to learn more about

- **The Academic Resource Center:** +1-919-684-5917, theARC@duke.edu, or [arc.duke.edu](http://arc.duke.edu);
- **DuWell:** +1-919-681-8421, duwell@studentaffairs.duke.edu, or [https://studentaffairs.duke.edu/duwell](https://studentaffairs.duke.edu/duwell); and
- **WellTrack:** [https://app.welltrack.com/](https://app.welltrack.com/).

*Revised from the syllabus for HCVIS 581S Historical & Cultural Visualization Proseminar 1, Fall 2021, taught by Professor Victoria Szabo & Hannah Jacobs.*

**Duke Compact**

The Duke Compact recognizes our shared responsibility for our collective health and well-being. Please be reminded that by signing your name to this pledge, you have acknowledged that you understand the conditions for being on campus. These include
complying with university, state, and local requirements and acting to protect yourself and those around you. For complete language and updated policies, please visit https://returnto.duke.edu/compact/. See https://returnto.duke.edu/public-health-measures/ for the latest public health safety measures.

Revised from the syllabus for HCVIS 581S Historical & Cultural Visualization Proseminar 1, Fall 2021, taught by Professor Victoria Szabo & Hannah Jacobs.

Duke Community Standard
All students, whether residing on campus or learning remotely, must adhere to the Duke Community Standard (DCS) (https://trinity.duke.edu/undergraduate/academic-policies/community-standard-student-conduct):

Duke University is a community dedicated to scholarship, leadership, and service and to the principles of honesty, fairness, and accountability. Citizens of this community commit to reflect upon these principles in all academic and non-academic endeavors, and to protect and promote a culture of integrity. To uphold the Duke Community Standard:

Students affirm their commitment to uphold the values of the Duke University community by signing a pledge that states:

● I will not lie, cheat, or steal in my academic endeavors;
● I will conduct myself honorably in all my endeavors;
● I will act if the Standard is compromised.

Regardless of course delivery format, it is the responsibility of all students to understand and follow Duke policies regarding academic integrity, including doing one's own work, following proper citation of sources, and adhering to guidance around group work projects. Ignoring these requirements is a violation of the Duke Community Standard. If you have any questions about how to follow these requirements, please contact the Director of the Office of Student Conduct (conduct@duke.edu).

Revised from the syllabus for HCVIS 581S Historical & Cultural Visualization Proseminar 1, Fall 2021, taught by Professor Victoria Szabo & Hannah Jacobs.

Academic Support
The Academic Resource Center (the ARC) offers services to support students academically during their undergraduate careers at Duke. The ARC can provide support with time management, academic skills and strategies, unique learning styles, peer tutoring, learning consultations, learning communities, and more. ARC services are available free to any Duke undergraduate student, in any year, studying in any discipline. Contact the ARC at (919) 684-5917, theARC@duke.edu, or arc.duke.edu.

Language provided by the Office of Undergraduate Education & Student Affairs.

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Accommodations
If you receive accommodations from the Student Disabilities Access Office (SDAO - https://access.duke.edu/), please email me your accommodation letter and attend my office hours as soon as possible to discuss your accommodations. If you are not available for office hours, please sign up for an appointment: https://calendly.com/hj-wired/.

If you’re not sure what accommodations are or think you might need them, please see https://access.duke.edu/students. You can also attend an office hours session (listed at the link above), email sdao@duke.edu, or call (919) 668-1267.

Classroom Logistics
Fire & Emergency Alarms
If the fire alarm sounds when we are in Smith, please leave your belongings in the classroom and proceed to the parking lot on the North side of the building (railroad tracks side) via the stairs in Bays 9 or 12. If possible, we will ensure that the classroom doors are closed. Once in the parking lot, stand well away from the building and out of the way of any moving vehicles.

If an alarm sounds during a virtual class meeting, please exit your building immediately. Do not wait to give an explanation, but please be in touch after the emergency has passed.

Weather
In the event of inclement weather or other connectivity-related events that prohibit class attendance, I will notify you how we will make up missed course content and work. Asynchronous catch-up methods may apply.

In the event of a tornado warning during class, the best places to shelter in Smith Warehouse are in rooms on the first floor without windows. The best nearest location is the staircase by the elevator in Bay 12. If accessing that location is not possible, then find any other location away from windows and/or skylights.

Other Emergencies
If you are concerned about the immediate safety of your fellow classmates and/or instructor, please call, or ask someone to call, 911 or contact Duke Police at 919-684-2444. “Immediate safety” may refer to many scenarios. If there is not an immediate threat to someone’s life and you are uncertain whether 911 or DUPD are the correct points of contact, you can call the Dean on-Call at 984-287-0300.

Food & Drink
When we meet in person, please do not consume food and drink in the classroom. It is not possible to provide enough space for adequate social distancing to support these activities. If you need to drink water, please do so outside the classroom and return. I will provide short breaks during class to ensure everyone has a chance to refresh themselves (including me!).

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Attendance & Punctuality
Responsibility for class attendance rests with individual students. Since regular and punctual class attendance is expected, students must accept the consequences of failure to attend. Absences from class and missed work are accommodated (excused) in five circumstances: 1) significant illness, 2) personal instances of distress or emergency, 3) religious observance, and 4) varsity athletic participation and 5) required court or legal appearances. Unless you cannot do so, please notify me of these absences in advance so that we can create a plan for you to make up missed work.

It’s hard to always be on time. Believe me, I know. That said, we meet for 75 minutes twice a week during a time that is set so that you can also attend other classes and activities. With that in mind, I will—pending any mitigating circumstances—start and end class on time. We will have breaks during class, and I will resume class at the agreed upon time.

Possible Flexible Attendance Policy
In recognition of possible extra personal and academic stress and health concerns this semester, I will grant an additional excused absence, provided you discuss the absence with me and agree to make up missed work.

More details on Trinity attendance policies are available here:

Religious Accommodations
Students are permitted by university policy to be absent from class to observe a religious holiday. Accordingly, Trinity College of Arts & Sciences and the Pratt School of Engineering have established procedures to be followed by students for notifying their instructors of an absence necessitated by the observance of a religious holiday. Please submit requests for religious accommodations at the beginning of the semester so that we can work to make suitable arrangements well ahead of time. You can find the policy and relevant notification form here: https://trinity.duke.edu/undergraduate/academic-policies/religious-holidays

This section is based on Trinity College policy, and language provided by the Office of Undergraduate Education, and Student Affairs.

Attendance Policy Related to COVID Symptoms, Exposure, or Infection.
Student health, safety, and well-being are the university’s top priorities. To help ensure your well-being and the well-being of those around you, please do not come to class if you have symptoms related to COVID-19, have had a known exposure to COVID-19, or have tested positive for COVID-19. If any of these situations apply to you, you must follow university guidance related to the ongoing COVID-19 pandemic and current health and safety protocols. If you are experiencing any COVID-19 symptoms, contact student health at 919-681-9355. To keep the university community as safe and healthy as possible, you will be expected to follow these guidelines. Please reach out to me and your academic dean as soon as possible if you need to quarantine or isolate so that we can discuss arrangements for your continued participation in class.

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Class Materials
Information about the class, including announcements, access to course materials, and assignment submission, can be found on the Sakai site: https://sakai.duke.edu/portal/site/22s-intro-dh. This syllabus, some readings, and assignment descriptions can be found in this Google Drive folder (also linked from Sakai): https://drive.google.com/drive/folders/1lixc9xUMTJZNa6yd2J2vo4M06xT0a0kx?usp=sharing.

All readings will be provided via Duke Libraries, relevant free online resources, or the instructor. Students are highly encouraged to engage with library materials as part of all of their assignments.

Students with demonstrated high financial need who have limited access to computers may request assistance in the form of loaner laptops. For new Spring 2022 technology assistance requests, please see https://dukelife.duke.edu/technology-assistance-program/. Please note that supplies are limited.

Our classroom is a lab space and also provides access to desktop computers, which we will use for several hands-on sessions. However, students are welcome to use these computers for their course work at any time.

Assignments
All assignments that require something to be handed in should be submitted via the Assignments tab in Sakai. These are marked below. Many smaller assignments only require you to bring something to class.

Grades
In-Class Participation, Reading Responses, Activities – 35%
Student-Led Discussion – 15%
Midterm Research Paper – 25%
Final Project – 25%

A note on extensions & extenuating circumstances
Sometimes we are overwhelmed with all of the things we need to do. If you find that you need an extension on an assignment, please get in touch with me at least 1 day before the assignment is due. I’ll be happy to work with you to identify an appropriate extension period.

Life sometimes gets in the way. If you experience an emergency and are unable to participate in or submit an assignment on time, don’t worry. We’ll figure out when and how you’ll complete the assignment once the emergency has passed and you are able to return your attention to academic work.

Reading Responses & Activities
Frequently, students will be responsible for completing assignments related to the readings and/or activities (such as tutorials, discussion preparation, and show-and-tells). These will be

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graded based on whether or not students completed the assignment within the given time. I will also provide feedback on the assignments turned in via Sakai.

Student-Led Discussions

Each student will be responsible for co-leading one class discussion (approximately 30 minutes). Each discussion leadership team of 2-3 students will choose 1 reading from within the list of books below and 1 reading, video, podcast of the student leaders' choosing for everyone to complete in preparation for discussion. The first reading must come from one of the following texts:

- The Digital Black Atlantic
- Debates in the Digital Humanities 2019
- Bodies of Information
- Making Things and Drawing Boundaries
- Debates in the Digital Humanities 2016
- Debates in the Digital Humanities
- Digital Humanities Quarterly

The second piece could come from any of the authors or books listed in the syllabus, or it could come from an online source such as a project website, journal, newspaper, magazine, podcast, film, TV episode, etc. The two selected pieces should somehow be related to one another and connected to the current unit topic. The selected pieces should not already be in the syllabus.

The proposed reading(s) must be shared with the instructor 1 week prior to the discussion date. Students who would like some guidance are welcome to meet with the instructor to discuss possible sources.

Discussions will be graded based on whether the team completed the assignment and whether each individual team member contributed. I will also provide feedback.

Groups:

Unit 2: Storytelling – [student 1, student 2, student 3]
Unit 3: Imagining
Unit 4: Structuring
Unit 5: Representing
Unit 6: Scaling: Relationships
Unit 7: Scaling: Interpretation

Midterm Paper

Students will conduct research and write individually on a topic related to digital humanities. Each student’s paper should be 5-7 pages, double-spaced, 12-point Times New Roman font with 1” margins and should include at least 5 scholarly sources

Possible topics could include:
• A comparison of how multiple scholars/projects have used a particular digital method in similar and/or different ways.
• The development of a particular digital humanities theory and/or method over time.
• An in-depth study of a major digital humanities project.
• An examination of what digital humanities looks like within a particular community. This community could be disciplinary (e.g. medievalists, art historians, etc.), geographic (e.g. South American, Australasian, etc.), or demographic (e.g. Black digital humanists, queer digital humanists, etc.).

As part of this assignment, students will submit:

• February 17 – 250-word abstract
• February 24 – Detailed outline & preliminary bibliography
• March 3 – Well-written draft for peer review (minimum 3 pages)
• March 3 – Peer review feedback for another student’s paper
• March 17 – Completed paper submission

Grading will be based on whether students submit all work and whether they demonstrate significant engagement with their topic. Feedback will be provided. See this document for details.

Final Project

Students will work in groups of 3-4 to produce a digital humanities project of their own creation that answers or engages a humanities research question. Teams can choose from any of the methods and tools learned in the course or can propose another tool/method based on their research question.

The final submission will include the digital project itself in both production and archival forms; a project narrative; an environmental survey; and individual statements on contributions and reflections on the project.

As part of this assignment, students will submit:

• March 31 – Project Plan
• April 12 – Progress Presentation
• April 12 – Peer Review
• April 30 – Final Submission

Grading will be conducted based on whether students submit all work on time and each student’s own assessment of their project. I will also provide feedback at each of the project stages. See this document for details.

Schedule
Unit 1: Humans & Computing

Learning Objectives:

Students will be able to

- explain what the “humanities” mean to them and the humanities’ role in society;
- describe and analyze how their interactions with technology impact their lived experience and vice versa;
- explain the basic structure and functionality of a computer.

Thursday, January 6 – Welcome; Humanities – On Zoom

In class:
- Welcome & Class Overview [Syllabus Presentation]
- Activity & Discussion: What are the humanities

Tuesday, January 11 – How do we use computers? – On Zoom

Before class:
- Due in Sakai: How do we use computers?
- Due: Pre-course survey: [LINK]

In class:
- Establishing Class Norms [see Jamboard]
- Share and discuss “How do we use computers” assignment.
  - Four Affordances:
    - Jamboard
    - Janet Murray (full book)

Thursday, January 13 – How Computers Work – On Zoom

Before class:

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• OR try this link: https://find.library.duke.edu/catalog/DUKE007937838


  o As you read Broussard, complete the exercises written in the chapter.
  o Try out the Eliza simulator: https://psych.fullerton.edu/mbirnbaum/psych101/Eliza.htm

• Bring to class 3 questions based on the readings/film and be prepared to discuss your experience completing the reading exercises.

In class:
• Reading Discussion
• Exercise

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**Tuesday, January 18 – Humanities Computing – Begin Meeting In Person**

Before class:
  Email / Slack message me your chosen chapter.
    o Be prepared to give a summary of your reading, including:
      • What is this chapter about?
      • What is the main argument?
      • Who is the author? What kind of stake do they have in this topic?
      • A key idea from the chapter that you are confused about, struggled with, were inspired by, and/or disagree with.


In class:
• Reading Discussion: *Debates in the Digital Humanities* [LINK]
• Activity: “Reading” a digital humanities project

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Unit 2: Storytelling

Learning Objectives:

Students will be able to

● identify various digital narrative mediums/modes;
● discuss affordances/challenges of creating narratives digitally and the
  affordances/challenges of various digital mediums/modes;
● identify possible tools for, and possibly use those tools for, presenting narratives
digitally.

Thursday, January 20 – Stories

Before class:

● Due: Student-led Discussion 1 proposed readings. (Emailed to hannah.jacobs@duke.edu.)
● Read: Butler, Octavia, “Speech Sounds,” Bloodchild and Other Stories, Open
  Road Integrated Media, Inc., 1995. To be provided.
● Choose One of the following & apply the “reading” dh project questions as you view [see slide 3]:
  o Option 1: Read/Listen/View: Chow, Nyssa, “The Story of Her Skin,”
  o Option 2: Read/Watch/Listen: Paul, Elsie, with Davis McKenzie, Paige
    Raibmon, & Harmony Johnson, As I Remember It: Teachings (ʔams
toʔaw) from the Life of a Sliammon Elder.
● Bring to class: an idea for a story [of your own creation/based on your own
  research] that you would like to share digitally.

In class:

● Reading Discussion
● Activity: Storyboarding [LINK]

Tuesday, January 25 – Digital Storytelling

Before class:

● Read: Murray, Janet, “Harbingers of the Holodeck,” Hamlet on the Holodeck,
In the Slack #questions channel, post 1 question that came up for you while reading.

- Bring to class: Your completed storyboard & media that you plan to integrate into your digital narrative.

In class:
- Reading Discussion
- Exercise: Building Digital Narratives with ArcGIS StoryMaps

Thursday, January 27 - Student-led discussion 1

Before class:
- Do: Complete your Digital Narrative Draft

In class:
- Reading Discussion/Activity: TBA – created by student leaders
- Exercise: Digital Narratives Peer Review & Revision [LINK]

Unit 3: Imagining

Learning Objectives:

Students will be able to
- discuss varying perspectives on what “models” and “modeling” are in digital humanities and what they do;
- describe modeling and simulation and their roles in digital humanities scholarship.

Tuesday, February 1 – Models & Simulations
Before class:

- Due in Sakai: Digital Narrative
- Due: Student-led Discussion 2 proposed readings. (Emailed to hannah.jacobs@duke.edu.)
- Explore the following projects:
  - Consider the following questions:
    - What were these projects' research questions?
    - How did each project address their research questions?
    - How were these projects made? (Think about the resources: people, equipment, software, time, etc.)
    - Could these research questions have been addressed using other methods? If so, how?

In class:

- Reading Discussion [Jamboard]
- Projects Review

Thursday, February 3 – 3D Modeling

Before class:

Also optionally, try out

https://www.sketchup.com/plans-and-pricing/sketchup-free,

- Navigate to
  https://oit.duke.edu/what-we-do/applications/linkedin-learning and click the yellow “Access” button.
- Log in using your netID@duke.edu.
- Search for “Sketchup 2021 Essential Training” or copy and paste this link:

In class:
- Reading Discussion
- Activity: 3D Modeling with SketchUp
  - Building Footprint: [LINK]
  - Building Images: [LINK]

Tuesday, February 8 – Student-led Discussion 2

Before class:
- Download and Try: World History Simulator: https://drtardigrade.itch.io/worldhistorysim. Click “Download Now” and then click “No thanks, just take me to the downloads.” Then choose the version that matches your operating system. Mac users, once you’ve downloaded and unzipped the file, try to open the file. You may receive a warning message: you’ll then need to navigate to System Preferences > Privacy > General and click “Open Anyway.”
- Bring to class (post in Slack): An example of a 3D model, virtual environment, augmented reality app, or other project that addresses some humanistic question – or that you think can be used to address a humanistic question. Examples could be drawn from journalism, cultural heritage, or a field of interest to you. Possible sources include Sketchfab.com, CyArk.org, 3DHOP.net, Smithsonian 3D, or another site/app of your choice.

In class:
- Reading Discussion/Activity: TBA – created by student leaders
- Show-and-tell: 3D Models

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Introduce Midterm Paper

Unit 4: Structuring

Learning Objectives:

Students will be able to
- articulate the role(s) of data in humanities research;
- consider the role(s) of context and power in determining the types of data that are available for research, and how data are structured and visualized;
- describe key issues that humanities scholars face when working with data;
- develop a humanistic dataset based on the data concerns raised in the readings and in class.

Thursday, February 10 – Data

Before class:
- Due: Student-led Discussion 3 proposed readings. (Emailed to hannah.jacobs@duke.edu.)
- Watch: Data Feminism Reading Group – Chapter 6 – https://www.youtube.com/watch?v=eaoVeEllpQc.
  - Content warning: The beginning of this video includes a moment of silence for 2020 victims of police violence; several datasets used as examples in this video deal with sexual assault and/or violence.
  - If you prefer, you can read the chapter here: https://data-feminism.mitpress.mit.edu/pub/czq9dfs5/release/3.
- Bring to class (post in Slack): One question that came up for you while reading Schöch and/or viewing Data Feminism.

In class:
- Reading Discussion
  - Jamboard
- Activity: Structuring the NYPL Menus (http://menus.nypl.org/menus)
  - Group Sheets
  - Optional reading follow up: “Against Cleaning”
Tuesday, February 15 – Archives - Meet in Rubenstein Library 150

Before class:

In class:
- Field trip to Rubenstein Library (Meet in Rubenstein 150)

Thursday, February 17 – Student-led Discussion 3

Before class:
- Due in Sakai: Midterm paper abstract
  - Take a look at some of these example Omeka projects: https://omeka.org/classic/showcase/

In class:
- Activity: Building Digital Archives with Omeka
  - Log in: http://introdh.dahvc.org/omeka/admin/
- Reading Discussion/Activity: TBA – created by student leaders

Unit 5: Representing

Learning Objectives:

Students will be able to
- describe important considerations when creating data visualizations;
• consider the role(s) of context and power in determining how data are structured and visualized;
• discuss ways that data visualizations can represent humanities topics;
• create data visualizations using Tableau and by hand.

Tuesday, February 22 – Data/Capta

Before class:
• Due: Student-led Discussion 4 proposed readings. (Emailed to hannah.jacobs@duke.edu.)
• Due in Sakai: Omeka Items & associated research question – see instructions in Sakai.
  o Cite your items in the Sources field: https://guides.library.duke.edu/citeprimarysources
• Choose one:
• Bring to class (post in Slack): A quote from either the Drucker or Lavin reading that you’d like to discuss.

In class:
• Omeka Items Discussion
• Reading Discussion
• Begin Dear Data assignment
  o Dear Data postcards

Thursday, February 24 – Data Visualization

Before class:
• Due: Midterm paper detailed outline & preliminary bibliography.
• Watch: Data Feminism Reading Group Chapter 3 – https://youtu.be/yfewxnD1oiQ.
  o Content warning: Some data visualizations discussed represent acts of violence and/or loss of life.
• Watch: Introduction to Tableau – https://duke.hosted.panopto.com/Panopto/Pages/Viewer.aspx?id=bd468ebe-cef3-4d54-ab8c-aab600f0adb9.
  o Optionally, download Tableau for Students (https://www.tableau.com/academic/students) and work through the workshop exercise:
Do: Data collection for your Dear Data postcard.

In class:
- Data Feminism discussion
- Exercise: Tableau with National Gallery of Art dataset

Tuesday, March 1 – Student-led Discussion 4

Before class:
- Due: Your completed Dear Data postcard.

In class:
- Reading Discussion/Activity: TBA – created by student leaders
- Dear Data postcard exchange and discussion.
  - Pairs discuss:
    - How they collected data.
    - How they created their visualizations.
    - The choices they made.
    - What they might do differently or similarly based on each others’ work.
  - Large group exchange and discussion:
    - What did you visualize?
    - What did you learn from this process?
- Discuss: differences between analog and digital data visualization processes.

Thursday, March 3 – Interlude: Project Management / Midterm Paper Workshop

Before class:

In class:
- Midterm Survey (look for a note from me in Slack with your original course goals)
- Midterm paper peer review
- Project Management
  - Project Review:
• How was this project completed? – Choose one:
  ● As I Remember It
  ● Virtual Paul’s Cross
  ● Colored Conventions

• Consider these questions:
  ● Who did the work?
  ● What kinds of roles did each person fill?
  ● What kinds of resources ($, time, expertise) did they have?
  ● What kinds of tools did they use?

March 5-13 - SPRING BREAK

Unit 6: Scaling: Relationships

Learning Objectives:

Students will be able to
  ● explain the concepts underlying network diagrams, network analysis, and GIS;
  ● describe how and why humanists may use networks, network analysis, maps, and spatial analysis in their research;
  ● build simple network diagrams and maps.

Tuesday, March 15 – Networks

Before class:
  ● Due: Student-led Discussion 5 proposed readings. (Emailed to hannah.jacobs@duke.edu.)
  ● Choose one:
    o Read: Yoo, Jamie Jungmin, “Poetry in action: Networks of literary communication and the cultural leverage in the eighteenth-century Seoul,” Digital Scholarship in the Humanities, 36(3) 2021. To be provided.

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In class:
- Activity: Creating and Analyzing Network Diagrams
  - ConnectTheDots
    - Spreadsheet
  - GraphCommons
    - Spreadsheet
  - Other Tools:
    - Cytoscape
    - Gephi
    - Kumu
    - NetworkX
    - Palladio
    - Rhumbl
- Reading Discussion:
  - In 3 groups discuss the following in Chun:
    - main argument
    - major themes
    - define terms
    - any points you question/disagree with and why
  - Be prepared to share the above with the class along with 1-2 questions from your discussion. Choose 2 people from your group to share with the class.
  - Groups:
    - 1 - left of table - pp. 1-8 (end before Networks: Projected and Existing)
    - 2 - Zoom breakout - pp. 8-15 (start at Networks: Projected and Existing / end before Connecting Habits)
    - 3 - right of table - pp. 15-24 (start at Connecting Habits)
- Final Projects Survey Re-Do

Thursday, March 17 – Lab: Mapping with ArcGIS Pro & Online
Before class:

- Due in Sakai: Midterm Papers
- Choose one:
  - Read: Jamila Moore, Pewu, “Digital Reconnaissance Re(Locating) Dark Spots on a Map,” The Digital Black Atlantic, Minneapolis, MN: University of Minneapolis Press, 2021. [https://dhdebates.gc.cuny.edu/read/3053f997-7fc5-40cb-b3c3-de5db1274c59/section/e227c9d4-2016-4de7-8831-784a20c1d6f6#ch10](https://dhdebates.gc.cuny.edu/read/3053f997-7fc5-40cb-b3c3-de5db1274c59/section/e227c9d4-2016-4de7-8831-784a20c1d6f6#ch10).

In class:
- Activity: Mapping with ArcGIS Online
- Reading Discussion

Tuesday, March 22 – Student-led Discussion 5

Before class:


In class:
- Reading Discussion/Activity: TBA – created by student leaders
  - Google Sheets: [LINK]
- Activity: Georeferencing Historic Maps in ArcGIS

Unit 7: Scaling: Interpretation

**Learning Objectives:**

Students will be able to
- explain “close reading” and “distant reading;”
- describe ways in which humanities scholars use technologies to work with text;
• discuss the challenges brought to this work by OCR quality, translation needs, etc.;
• perform basic text analysis with Voyant.

Thursday, March 24 – OCR

Before class:
  o Text: https://gutenberg.org/files/17192/17192-h/17192-h.htm (Skip the “Comment on the Poem” section.)
  o Think about: What is this project? How was OCR used? Can you learn anything from the site and materials linked from the site about the OCR process (especially challenges the team experienced)?
• Bring to class a digitized text that you are familiar with that was not created with a computer. The text can be in a language other than English, but can also be in English. It could be a novel, short fiction, a newspaper article, etc.

In class:
• Reading Discussion
• Activity: On The Books & How To OCR with Python & Tesseract
• Introduce Final Project

Tuesday, March 29 – Text Analysis

Before class:
• Review the Final Project guidelines and get in touch with your team members.
• Optionally Read:

- Bring to class: Another text that you are familiar with, or that interests you, and that is out of copyright and/or is in the public domain, and that is available in a fully computer-readable form (e.g. in a .txt file). If you need help finding a text, try Project Gutenberg: https://www.gutenberg.org/

In class:
- Reading Discussion
- Activity: Analyzing texts with Voyant
  - Sample texts [LINK]
- Final Project work time

Thursday, March 31 – Text & Crowdsourcing

Before class:
- Due in Sakai: Project Plan
- Review:
  - “Hacking into History,” https://hackingintohistory.wordpress.com/

In class:
- Reading Discussion
- Activity: Crowdsourced Classification for Hacking into History

Unit 8: Being

Learning Objectives

Students will be able to
- discuss the differences between crowdsourced and artificial intelligence approaches to digital humanities research;
- describe the role that bias plays, and its significance to broader society, in the use of algorithms and artificial intelligence;
- describe and analyze various perspectives on artificial intelligence and cyborgs.

Tuesday, April 5 – AI & Robots

Before class:


• Post in Slack: A question or comment based on the reading and/or podcast.

**In class:**
• Guest Speaker: [Maïko Le Lay](https://www.cyborgfoundation.com/)

**Thursday, April 7 – Humans & Cyborgs – [On Zoom]**

**Before class:**
• Read: Risam, Roopika, “What Passes for Human? Undermining the Universal Subject in Digital Humanities Praxis,” *Bodies of Information*. Minneapolis, MN: University of Minnesota Press, 2018. [https://dhdebates.gc.cuny.edu/read/untitled-4e08b137-aec5-49a4-83c0-38258425f145/section/34d51cdb-2a89-4e4b-9762-bf6461cf0bb7#ch03](https://dhdebates.gc.cuny.edu/read/untitled-4e08b137-aec5-49a4-83c0-38258425f145/section/34d51cdb-2a89-4e4b-9762-bf6461cf0bb7#ch03).


• Post in Slack: A question or comment based on one of the readings.

**In class:**
• Reading Discussion
• Activity: Cyborg Bill of Rights
  o Balkan, Aran, “The Universal Declaration of Cyborg Rights,” [https://cyborgrights.eu/](https://cyborgrights.eu/).

**Tuesday, April 12 – Final Project Progress Presentations & Peer Review**

**Before class:**
• Work on your final project.
• Due in Sakai & in Class: Ten minute presentation of Final Project Progress Presentations.

**In class:**
Be on time to start at 10:15 - Final Projects Progress Presentations & Peer Review. [form for peer review]

- Order of presentations:
  - Group 4:
  - Group 1:
  - Group 3:
  - Group 2:

Thursday, April 14 – Algorithms & Bias

Before class:
- Post in Slack: An example of algorithmic bias in the media.

In class:
- Reading Discussion
- Show-and-tell: Examples of algorithmic bias

Tuesday, April 19 – Final Project Workshop & Course Debrief

Before class:
- Work on your final project.

In class:
- Class Debrief and Course Evaluations
- Final Project Workshop

Thursday, April 21, 10:15-11:30AM – Office Hours

Tuesday, April 26, 10:15-11:30AM – Office Hours

Thursday, April 28, 10:15-11:30AM – Office Hours

Saturday, April 30, 10:00PM EST – Due: Final Projects in Sakai