DHUM 74000 Digital Pedagogy 1: History, Theory, and Practice

Dr. Andie Silva (asilva@york.cuny.edu)
Office Hours: Wednesdays 3:00pm-4:30pm (please email for appointment)
I am also available during regular business hours via email

Description
Students will examine the economic, social, and intellectual history of the design and use of technology. This course will focus particularly on the power of digital pedagogy as intersectional feminist praxis, which aims to centralize race, gender, class, and queer perspectives in academic debates. Readings in the course will focus on the history and development of the uses of technology in the classroom and academia alongside current attempts to critique how technology can reproduce structures of power and systems of oppression. We will also explore the unique ways digital humanities has transformed the classroom, and collaborate in defining clear goals for using and teaching new technologies, from engaging students in digital project analyses to teaching code and markup languages. Assignments for this course will include the development of shared resources for teaching and learning with technology, evaluations of projects with pedagogical components, as well as forays into project-based learning within fields such as digital editing, preservation and curation, and gaming.

Credit/Grading
3 crs. Grades are assessed holistically based on timely submission of critically-engaging work. This means that if you’re not turning in strong work I may be asking you to revise and resubmit it, but otherwise we’re operating on a labor-based grading format: if you turn in all the work for the course and you make sustained efforts to progress, you will earn at least a B. Higher grades will depend on strength of writing and level of critical engagement. Much of the work in this class will be a combination of experimentation and play, though this does not mean the work will not be “scholarship” (more on this later!).
Instruction Mode

We will have scheduled 2-hour in-person meetings to discuss our impressions of texts and go over digital projects together. During week 1, we will discuss as a class how to handle emergency situations and potential switches to a virtual environment. **Attendance in these face to face meetings is required**, but contact me if unforeseen circumstances make it difficult for you to attend or regularly participate. If you require accommodations or if at any point life gets in the way of your completing this course, please reach out as soon as possible and we will figure out some alternatives together. A set of shared course notes will be available for us to share and document group discussions, links, and ideas. Additional discussion and short writing will take place over our course blog.

Learning Outcomes

Participants in this course will:

1. Learn and apply best practices for teaching (with) digital technologies
2. Reflect on the role of pedagogy within/as digital humanities
3. Develop teaching materials and/or resources that incorporate digital technology
4. Build and share resources on digital tools for teaching and research
5. Identify and implement liberatory strategies for anti-racist, intersectional (digital) pedagogy

Assignments

This is a course on pedagogy, so we will take every opportunity to reflect on pedagogical choices, including our syllabus and our use of various digital platforms within the course. I consider the course schedule below a work in progress: our goals might change depending on what your goals are. The **core assignment in this course is the development of your pedagogical materials for a future teaching environment**. This can mean developing a course unit around a particular skill (say, scholarly editing); a single, scaffolded assignment employing a particular tool or methodology; or a list of supporting materials on a given topic. We will discuss as a class where pedagogy can (and does) happen within and beyond the walls of academia, and you’re welcome to reflect on this as you build your final project. Ancillary activities to this project include a 1-page written proposal and 1-page rationale outlining the feminist theories and methodologies motivating the assignment. We will discuss this assignment further around week 10.
Small, recurring assignments consist of:

- **Formal blogs**: weekly formal analysis of assigned readings reflecting on their value to your pedagogical praxis. Complete any 7/10.
- **Discussion Leader/Participation**: students are required to join class in person weekly and share ideas as we grapple with readings, potential assignment ideas, and methodologies. Each week, one student will be asked to prepare discussion questions to help us engage with our course readings and provide us with additional resources, links to syllabi or exercises, or suggestions for readings.
- **Tech Demo**: once during the term each student will be responsible for becoming familiar with a tool useful to digital pedagogy and introducing it to the class. Your demo should include an overview of the tool and some suggestions for how to incorporate it in the classroom.

In order to prepare ourselves for a productive synchronous discussion, I encourage you to use the Hypothes.is annotation tool (which is already linked to each page on the Commons) to ask questions, highlight sections for discussion, and add links or connections to other readings. You can also use Hypothesis to privately annotate texts for your own learning process. I will also try to invite some guest speakers for (recorded) special lectures.

**COVID-19 Contingencies**

We’re still in a pandemic and you may not be dealing with an ideal (or even close to ideal) learning environment. If you need additional time to complete assignments beyond the deadlines expressed in the schedule, please contact me within (ideally) a week when your work is due. If unexpected life changes put pressure on your academic life, keep me informed and we will find ways around requirements wherever possible. I want you to learn, but **priority number one is your mental health**.

**Required Technology**

Computer and internet access are required. Additional platforms include:

- **CUNY Academic Commons**: Students must have a cuny.edu account to register. You will receive an invitation and I will go over the course site during Week 1.
- **Zoom**: I will be using Zoom for 1:1 student meetings and office hours. Use of video on Zoom is not required, though you will need to have your mic turned on. Please email me if you’d like an appointment (hours listed above).
Fundamental standard & honor code

I expect you to treat one another in this class not only with respect, but with generosity. If you find a resource or an approach that has helped you, share it so others can benefit -- and listen when others share. We will have multiple spaces to facilitate this. Please use them thoughtfully and respectfully. Playfulness, joy, and constructive criticism are welcome. Hatred, abuse, or discrimination are not.

Respecting people’s names and pronouns is not optional. I will – gently – correct you each time you make a mistake and while I do not expect the same in return (it is my responsibility, as the instructor, to ensure I am using the names and pronouns you all request and not actively causing you harm), I do welcome it. Slurs and racist, homophobic, transphobic, sexist, and/or ableist language will not be welcome in this space.

Collaboration -- with your classmates and others -- is very much welcome in this course, but be sure to acknowledge your collaborators and the assistance they provided (e.g. including in your acknowledgements section a peer who proofread your work before you submitted it).

Acknowledgements

Thanks to Quinn Dombrowski for inspiring the honor code section, and to Roopika Risam and Kate Ozment for inspiring the COVID section. Thanks to Nik Valdez for writing and sharing the note on pronouns.
Weekly schedule

Note: this schedule is a living object, and is subject to change. Feel free to suggest themes, readings, assignments as we go. During class discussion we will dive into evaluating and building assignments.

Unit 1 Theories

Week 1 | Introductions, Goals
- Introductions
- Goals
- Course Overview

Read
- Syllabus
- Conrad, “The Opportunities of Digital Pedagogy” Parts 1, 2, and 3

Browse
- CUNY Commons and join our Course Site
- Make an About Me post to practice using the site

Week 2 | Digital Pedagogies

Read
- Harris, “Play, Collaborate, Break, Build, Share: “Screwing Around” in Digital Pedagogy; the Debate to Define Digital Humanities ... Again
- Hirsch, “Digital Humanities and the Place of Pedagogy”
- Mahoney, Risam, and Nassereddine, “Data Fail: Teaching Data Literacy with African Diaspora Digital Humanities”

Browse
- Digital Pedagogy in the Humanities (read a few entries to get a sense of the range of approaches in the field)
Blog #1: Using references to this week’s readings, reflect the role of digital pedagogy. How have you encountered or taught technology in the classroom? What are some of the biggest challenges in teaching digital literacy to students? What are we, as digital humanists, best equipped to bring to the classroom? **Due by midnight Wednesday.**

Before next week: Add your name to two sign-up sheets: 1) Tech Demo and 2) Discussion Leader. You can do both on the same day if you’d like!

**Week 3 | Decolonize and Abolish**

**Read**
- hooks, *Teaching to Transgress*, chapter 5, “Theory as Liberatory Practice”
- Freire, *Pedagogy of the Oppressed*, introduction
- Risam, “Introduction” and Chapter 4, “Post-Colonial Digital Pedagogy”
- Feliciano, “The Case for Abolitionist Pedagogy”

**Watch**
- Carson, “Pedagogy of the Decolonizing”
- Owusu, “Decolonizing the Curriculum”

**Browse**
- The Penn and Slavery Project

Blog #2: Using references to our readings and/or linked projects, reflect on classes you’ve taken or taught in the past. How have they relied on settler/colonialist practices? What about DH in particular risks repeating the mistakes of other disciplines? How might you incorporate the readings/sites this week to push back against this? **Due by midnight Wednesday.**
Week 4 | Feminist and Queer Digitalities

Read
- Holland and Brown, “Project | Process | Product: Feminist Digital Subjectivity in a Shifting Scholarly Field” in *Bodies of Information*
- D’Ignazio and Klein, “Collect, Analyze, Imagine, Teach” in *Data Feminism*
- Lukes and Kim, “Becoming Digital, Becoming Queer”
- Chang, “Queer” in *Digital Pedagogy in the Humanities*

Browse
- Locating Queer Histories
- 21 for 21 Syllabus

Post
- Blog #3: Evaluate one of the websites listed above (or named in Chang’s entry) in terms of contents, user interface and design, and potential for classroom usage. Consider how you might instruct students to make similar projects or to productively evaluate the projects in question. How might you prepare them to explore and critique the site? How might they use it to pursue their own research interests? Due by midnight Wednesday.

Week 5 | Surveillance and Justice

Read
- Benjamin, “Introduction” and “Retooling Solidarity, Reimagining Justice”
- Noble, “Searching for Protection from Search Engines”
- Boyles, “Finding Fault with Foucault: Teaching Surveillance in the Digital Humanities”

Browse
- Myshadow.org
Post

- Blog #4: Using the readings and/or links as reference, reflect on how you might incorporate issues of privacy into your classroom. **Due by midnight Wednesday.**

Week 6 | No classes: Monday schedule

Unit 2: Tools*

*this is the most in flux part of our schedule, and may change depending on interests as a class!

Week 7 | **Gaming**

Read

- Hébert and Jensen, Digital Game-Based Pedagogies: Developing Teaching Strategies for Game-Based Learning
- Allen, “Video Games as Feminist Pedagogy”
- Crips, “Gamification Fails: Negotiating Points, Badges, Levels, and Game Play in the Basic Writing Classroom”

Browse

- Twine Resources
- Games for Change

Play

-.Dot’s Home (app. 1 hour full game play)

Post

- Blog #5: Use the “Plog” model to evaluate and analyze your game play of Dot’s Home. **Due by midnight Wednesday.**
Week 8 | Twitter

Read
- Ringrose, “Digital feminist pedagogy and post-truth misogyny”
- Boysiere, “Twitter for Academic Purposes: How to Guide Students”

Browse
- Digital Pedagogy: Twitter, Close Reading, and Learning/Teaching in Public
- Make a Twitter Bot in Python

Post
- Blog #6: Reflect on ethical and productive approaches to incorporating Twitter or Wikipedia in your classroom. What might you ask students to do? What kinds of discussions and low-stakes work might be involved in preparing them for work on these platforms? Due by midnight Wednesday.

Week 9 | Mapping and Text Analysis

Read
- Kelley, “Getting on the Map: A Case Study in Digital Pedagogy and Undergraduate Crowdsourcing”
- Froelich, “Distance-reading the feminine landscapes of The Awakening”
- Rael, GIS Assignment

Browse
- Torn Apart/Separados Project
- Voyant
- Google Maps/My Maps Feature

Post
Blog #7: Play around with Voyant or Maps (or if you have the inclination, StoryMaps) and consider how we might incorporate these tools in an assignment that help students better explore an aspect of gender, race, sexuality, or linguist/national identity. What might you have students explore? What texts, datasets, or cultural archives might be most appropriate for this work? Due by midnight Wednesday.

Week 10 | Open to suggestions! Potential Class Visit.

Post
- Blog #8 TBD.

Unit 3: Praxis

Week 11 | Universal Design

Read
- “Universal Design for Learning and Instruction: Perspectives of Students with Disabilities in Higher Education.”
- “TeachingTips for a UDL-Friendly Classroom”

Browse
- Web Accessibility Evaluation Tool
- Amy Wolfe, Accessibility Across the Curriculum

Post
- Blog #9: What are approachable ways to get students learning about and changing their thinking toward accessibility? What are useful ways to incorporate lessons on accessibility into your dh/tech-infused classroom? Due by midnight Wednesday.

Week 12 | Scaffolding

Read
- Posner, “A better way to teach technical skills to a group”
- Cordell, “How Not to Teach Digital Humanities”
Browse
- Tutorials for DH Tools and Methods

Post
- Blog #10: If you were teaching this semester, use this blog as an opportunity to reflect on your class/any digital tools you used. If not, reflect on your work for this class and the pedagogical discussions/tools that were most productive for you. Due by midnight Wednesday.

Week 13 | Assessment

Read
- Adsanatham, “Integrating Assessment and Instruction: Using Student-Generated Grading Criteria to Evaluate Multimodal Digital Projects”
- Mapes, “Evaluation Template for Digital Projects”

Post
- Final Project Proposal due (feedback offered by week’s end)

Week 14 | No classes

Work on your project.

Week 15 | No class meeting; 1-on-1 Zoom appointments

Required 1-on-1 Meetings -- for written feedback, share WIP by Monday.

Week 16

Presentations and Project Feedback

Week 17

Final projects due.