AMH 5930/EUH5934/LAH5934

Historical Methods: Introduction to Digital History

Fall 2014

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Office Hours:  
T: 10-11am  
W: 1-2:00 pm  
And by appointment

Recommended Texts
Kee, PastPlay: Teaching and Learning History with Technology (2014)

Additional Resources:

We will be using the following online tools, all of which are available (at least in a simple version) for free:

1. Mapping  
   Google maps  
   Palladio (at Stanford)  
   Neatline
2. Timelines  
   Timetoast  
   Viewzi  
   Dipity  
   TimelineJS
3. Presentations  
   Printerist  
   Storify  
   Omeka

Course Description: This course, designed for advanced ABD students (or MA students who are well on their way to finishing their thesis or non-thesis paper) is an introduction to digital history. The seminar will provide a brief overview of a variety of digital history approaches, but will be centered around three modules in which we focus on a different digital approach to history for 2-3 weeks.
During the semester we will also explore what, if anything, digital tools add to our thinking about historical research and presentation. Work on the digital projects will mostly be done during seminar time.

**Prerequisite Knowledge and Skills:**
Advanced graduate student status, PhD students who are ABD (or MA students who are well on their way to finishing their thesis or non-thesis paper). Technical knowledge is not assumed.

**Purpose of Course:** The goal of the working lab is introduce students to digital history approaches that they can use to display their own research, or might use when teaching.

**Course Goals and/or Objectives:**
Students will use the semester to learn new digital tools, refine their understanding of tools they have already know how to use. In Fall 2014 semester we will focus on 3 digital history techniques: mapping, timelines, and online "exhibits." In each module we will have tutorials on the various tools, and then students will then experiment with the digital tools using data from their own dissertation or thesis research. At the end of each module students will have produced a digital project based on their dissertation or thesis research, and the seminar as a whole will review and provide suggestions for improving them. Over the course of the semester we will also discuss the significance of the digital tools and their relation to larger historical questions of narrative, framing, and context.

**Instructional Methods:**
Although the faculty member teaching the course will assign the final grades, learning in the course will be collaborative and project-based.

**Course Policies:**

**Attendance Policy:**
Regular and active attendance at the weekly sessions is necessary to make the lab work. Students who miss more than one weekly session will be asked to withdraw from the course. Because several major academic conferences will conflict with our scheduled meeting time in Fall 2014, we will try to reschedule some classes to accommodate conference attendance.

**Make-up Policy:**
Assignments are due at the time set out in the syllabus. Students who are unable to complete the work at the scheduled time should withdraw from the course.

**Course Technology:**
The digital lab assumes students will have access to a computer, for use during the lab sessions. Software deemed necessary for the lab projects by the faculty teaching the course will be available through UF; students whose digital projects require additional software should consult the faculty before the start of the semester.
UF Policies:

University Policy on Accommodating Students with Disabilities: Students requesting accommodation for disabilities must first register with the Dean of Students Office (http://www.dso.ufl.edu/drc/). The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation. You must submit this documentation prior to submitting assignments or taking the quizzes or exams. Accommodations are not retroactive, therefore, students should contact the office as soon as possible in the term for which they are seeking accommodations.

University Policy on Academic Misconduct: Academic honesty and integrity are fundamental values of the University community. Students should be sure that they understand the UF Student Honor Code at http://www.dso.ufl.edu/students.php.

Grading Policies:

Students will be assessed for:

1. Participation in collaborative learning projects during the semester 20%

   The participation grade will be based on the quality (and to some degree the quantity) of your contributions to the class. Contributions may be manifest in a variety of forms, including: running a training session on a particular digital technique; frequent contributions to weekly project sessions (see schedule of courses, below).

2. Project presentations 60%

   Presentations on projects (each of which is worth 20%) will take place during the weeks scheduled for that in the schedule of courses, below. Presentations should take the form of a workshop presentation of a research project (students will be given specific guidelines) and should address the nature of the digital project, its relationship to a larger research or pedagogical project, and the benefit(s) of the particular digital approach chosen. The presentation will include a Q&A session. Presentations may be done individually or in teams, where a team does a presentation the members of the team should provide the instructors with a breakdown of the contributions of the different group members to the final project.

3. Portfolio 20%

   Each student will prepare a portfolio compiled from the digital projects they did during the semester.

Grading Scale: Students will be graded using the University of Florida's standard letter grade system, see http://www.isis.ufl.edu/minusgrades.html
Course Schedule

**Week 1: Thursday, August 28**
Introduction
Discussion of Paige Morgan, “*How to Get a Digital Humanities Project off the Ground*”.

**Week 2-4: Timelines**

**Week 2: Thursday, September 4**
Introduction to timelines using Timetoast & Viewzi
Model: Robert Nixon case study

**Week 3: Thursday, September 11**
Dipity timeline
Model: Robert Nixon case study
Tutorial on Dipity

**Week 4: Thursday, September 18**
TimelineJS
Model: popular justice timeline
Tutorial on TimelineJS

**Week 5: September 25**
Demonstrations of student timeline projects

**Weeks 6-8: Mapping projects**

These weeks half of the course time will be spent with presentations on various mapping techniques and the discussion of models. The other half of the course time each week will be devoted to working on projects using these techniques.

**Week 6: October 2**
Palladio (palladio.designhumanities.org)
Model: Mapping the Republic of Letters Project
(republicofletters.stanford.edu)

Practice working with Palladio using the sample data

**Week 7: October 9**
Annotating Google maps
Model: Gotham Scholar, Notes on Wall Street “Plotting Panic,”
(gothamscholar.tumblr.com)
Tutorial on annotating google maps

**Week 8: October 16**
Map warping and Neatline
   Model: Robert Nixon case study map (pdf markup)
   Spread of Slavery by Lincoln Mullen at
   http://lincolnmullen.com/projects/slavery

   Tutorial on map warping tools and first look at Neatline

**Week 9: October 23**
Presentations

**Weeks 10-12: Curating online exhibits**

**Week 10: October 30**
Pinterest & Storify
   Model: Civil War Photos
   Model: [https://storify.com/williamblack31/where-did-henry-clay-jr-die](https://storify.com/williamblack31/where-did-henry-clay-jr-die)

**Week 11: November 6 (we will need to reschedule)**
Omeka
   Model: Heroes and Villains: Silver Age Comics exhibit (at Omeka.net)

   Tutorial on Omeka

**Week 12: November 13**
Omeka with add ons (Neatline mapping tools)
   Model: “My Dear Little Nelly” available as demo on Neatline.org website

   Further work with Neatline

**Week 13: November 20**
Project presentations

Remaining weeks: no class; students work on portfolios

**Portfolios due (link to class e learning site) by 5pm on Dec. 10.**