Digital History Lab, Fall 2016

INSTRUCTOR INFORMATION:

Instructor:	Elizabeth Dale
Office:	224 Keene Flint Hall
Phone:	352-273-3387
Office Hours:	W 10:00 am – 11:30 pm
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COURSE INFORMATION:

Time:	Thursday, 8-10 periods
Location:	Scott Nygren Studio, Library West

COURSE DESCRIPTION

This is a hands on introduction to digital history. The lab will be centered around three modules in which we focus on a different digital approach to history for 3-4 weeks. In the first, we will be looking at mapping history in space and time. In the second, we will look at digital tools that we can use to trace networks and intersections. In the third, we will consider some hypertext tools and explore whether and how they help us do nonlinear history. During the semester we will also explore what, if anything, digital tools add to our thinking about historical research and presentation. ***This course counts towards the Digital Humanities Certificate.***

In the lab, students will work on projects and regularly present work for critique and advice, with the result that time in the time in class will be a mix of project work, presentations of work in progress, and group discussion of individual and collaborative student work. The presentations and discussion will help students hone their skills of interpretation and analysis and to learn how to effectively and professionally document and present digital works. Students should see the lab as a creative community, and collaborate with one another other during class meeting times, and outside of class.

The course operates from four propositions:

- That the most effective digital humanities projects are *humanities* projects first and foremost; they are concerned with fundamental tasks of humanities study, most specifically with problems of inherited experience and intellectual innovation. In this case, we will be focusing on how digital tools can be used in historical projects

- That digital tools can be used by historians and other humanists to explore and engage these tasks in new ways, reaching new audiences, and in areas of inquiry that are uniquely suited to collaboration between humanists and researchers in disciplines that have traditionally been thought as outside the humanities, such as computer and information sciences.
- That history, like the other humanities disciplines, has traditionally excelled in the study and mastery of information and communication technologies, and emerging digital and computing technologies should be no exception.
- That in graduate study in history or any other area of the humanities, are professional as well as scholarly endeavors. In that context, studio courses provide intensive training in the crafts of the profession. Such courses lay the foundation for lifelong and self-motivated learning of the kind that working humanities scholars engage in, whether they practice their craft inside or outside the academy.

COURSE OBJECTIVES/STUDENT LEARNING OUTCOMES

Students who successfully complete this interdisciplinary studio will:

- Demonstrate fluency in the emergent digital humanities, enabling them to explore various perspectives on the human condition to which digital tools and methods are being applied.
- Demonstrate familiarity with digital tools from other disciplines, to encourage them to explore the ways in which those tools may contribute to their understanding of the human experience past, present, and future.
- Show that they have increased their ability to communicate their ideas across disciplinary boundaries, to bring their knowledge about human understanding to people in other fields and outside the academy, and to learn collaboration and project management skills in the process.

REQUIRED AND RECOMMENDED TEXTS: These texts represent the broad range of scholarly and disciplinary debate in the field. We will read selected essays from these collections, as well as other works that are suggested during the semester. Students should be familiar with the diversity of claims, recommendations, and predictions represented in the required texts, both of which are available online (and in hard or ebook versions). Students are also urged to read the LA Review of Books series, to see some of the issues that digital humanists are wrestling with.

Gold and Klein, editors, *Debates in the Digital Humanities*, 2d ed. (University of Minnesota Press, 2016) (required)

Smith, *Manifesto for the Humanities* (U of Michigan Press, 2015) (required)

Graham and Milligan, *Exploring Big Historical Data: The Historians Macroscope* (Imperial

College Press, 2015) (recommended)

"The Digital in the Humanities" a series in the LA Review of Books

GRADE DISTRIBUTION: Although the faculty teaching the course will assign the grades, learning in the studio will be collaborative and project-based. Students will be assessed for…

- **Work in progress presentations: 20%**
  Students are expected to do two 5-minute work in progress presentations during the first X weeks of the semester. In these presentations, students may show how they used tools in new ways, present on a problem they had and ask for class assistance, or simply show how they are using a tool (or tools) to present material. These presentations may be done by an individual student or by two or more students working together on a single project. Each presentation will count as 10% of your grade, together they will count as 20%.

- **Student reading and site suggestions 20%**
  Digital history is still a developing field. As a result, we need to ask questions about what it should do, share examples of digital history work, and work together to build a working bibliography for the field. Over the course of the semester, students need to identify 4 articles, digital humanities sites, books, or book chapters that offer good examples of digital humanities work or have helped them conceptualize their own digital humanities work. These works should be put in the class Evernote notebook and students should write a brief (200-300 word) blog post about it on the class blog. Each post/listing will count 5% of your grade; altogether they will count 20%.

- **Participation and discussion 20%**
  The lab will succeed only to the extent that we discuss one another's work, raise issues about digital history, and talk to one another about what we are doing in class. In order to encourage this community activity, students will be graded on their active, constructive, and sustained contributions to the class during class time.

- **Final presentation and project 40%**
  At the end of the semester each student will do a presentation using one or more of the tools we learned over the course of the lab and then submit a final version of their project reflecting class comments. The presentation should be 15-20 minutes long, and will be followed by 10 minutes for class discussion of the project. The final project will be uploaded to the lab notebook. Students may do individual or group projects. In group projects, all students will get the same grade.
  For students who are in the Digital Humanities Certificate, this final project will be part of your portfolio.

The presentation will count as 20% of your grade, the final revised project will count as 20%. Together they will count as 40%.

CLASSROOM POLICIES

Attendance Policy: In contrast to a class or seminar, where a student's absence harms the student more than the group, the lab assumes that all participants are teachers as well as learners. Effective work in the lab depends on the regular and active attendance of all participants at all the weekly sessions, and to that end engaged attendance must be more than an aspiration. Studio requirements for class attendance are consistent with university policies (see http://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx.) Note, however, that students with more than two unexcused absences from weekly sessions may be asked to withdraw from the course or suffer significant grading penalties.

Make-up Policy: Assignments and other required work in the lab are due on the dates agreed upon by the participants at the beginning of the semester. Work that is missed because of excused absences may be made up as the course schedule permits. Students who are chronically unable to meet deadlines may be asked to withdraw from the course or suffer significant grading penalties.

Course Technology: The lab assumes students will have access to a computer for use during the lab sessions and independently in engaging in lab work. A few desktop computers will be available in the studio lab for use by students; students who do not have a laptop should arrange to borrow one from the library (http://www.uflib.ufl.edu/as/laptoppolicies.html). Whenever possible, tools introduced in the lab will be platform-neutral; that is, all common operating systems supported at UF may be used. Some specialized software may be platform-specific, requiring regular access to that operating system. Students will be encouraged to develop proficiency in all operating systems and applications appropriate to their projects.

Software deemed necessary for the lab projects are available through UF or as free or open access software; students whose digital projects require additional or specialized software should consult with the course faculty before the start of the semester.

Grading Scale: *Students will be graded using the University of Florida's standard letter grade system,* as follows:

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E, I, NG, S-U, WF
Grade Points	4.0	3.67	3.33	3.00	2.67	2.33	2.00	1.67	1.33	1.00	.67	0.00

Academic Honesty: UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

Accommodations for Students with Disabilities: Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation. Contact the Disability Resources Center (http://www.dso.ufl.edu/drc/) for information about available resources for students with disabilities.

Counseling and Mental Health Resources: Students facing difficulties completing the course or who are in
need of counseling or urgent help should call the on-campus Counseling and Wellness Center (352-392-1575; http://www.counseling.ufl.edu/cwc/).

Online Course Evaluation Process: Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at https://evaluations.ufl.edu. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at https://evaluations.ufl.edu/results

A. Part I: Mapping Space and Time

Tools used or recommended for Part A of the course:

TimelineJS: https://timeline.knightlab.com
Timemapper: http://timemapper.okfnlabs.org
Tiki-toki timeline: http://www.tiki-toki.com
Google maps
Storymap: https://storymap.knightlab.com
Carto: https://carto.com
Neatline/Omeka: http://neatline.org
WorldMap warp: http://warp.worldmap.harvard.edu

1st Week: August 25: mapping and timelines, introduction
Dale presentation (periods labeled "Dale presentation" may involve a presentation by someone from outside the class)
Introduction to basic tools
Student work on projects/tools

2d Week: Sept 1: mapping and timelines, map warping
Introduction to map warping
Student presentation(s) on work in progress
Student work on projects/tools

3d Week: Sept 8: mapping and timelines
Dale presentation
Student presentation(s) on work in progress
Student work on projects/tools

Part B: Thinking about networks

Tools used or recommended for Part B of the course:
Segrada: https://opensource.com/life/15/11/segrada-open-source-semantic-graph-database
Palladio http://hdlab.stanford.edu/palladio/
Cytoscape: http://www.cytoscape.org

4th Week: Sept 15: networks, introduction
Dale presentation
Introduction to basic tools
Student work on projects/tools

5th Week: Sept 22: networks
Reading discussion
Student presentation(s) of work in progress
Student work on projects/tools

6th Week: Sept 29: networks
Dale presentation
Student presentation(s) of work in progress
Student work on projects/tools

Part C: Non-linear histories

Tools used or recommended for this part of the course
Twine: https://twinery.org
Scalar: http://scalar.usc.edu
Timemapper: see above
Neatline/Omeka: see above

7th Week: Oct 6: nonlinear histories, Twine
Dale presentation
Basic tool instruction
Student work on projects/tools

8th Week: Oct 13: nonlinear histories, Scalar
Dale presentation
Basic tool instruction
Student presentation(s) on work in progress
Student work on projects/tools

9th Week: Oct 20: nonlinear histories
Dale presentation
Student presentation(s) on work in progress
Student work on projects/tools

10th Week: Oct 27: No Class (work on projects)

11th Week: Nov. 3: presentations (20 minutes for each project)

12th Week: Nov 10: presentations (20 minutes for each project)

13th Week: Nov 17: presentations (20 minutes for each project)

14th Week: Nov 24: No Class, Thanksgiving

15th Week: Dec 1: final discussion: Smith and the uses and abuses of Digital History

Final projects due to be uploaded to Scalar, Monday, Dec 13