Making/Building Digital History
Department of History, IUPUI
Undergraduate: A421   **Graduate: H511**

Instructor:
Dr. Jennifer Guiliano
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Office Hours: Mondays 11-11:45 am; Virtual (Skype or G+ by Appointment)
Office Location: Cavanaugh Hall

Communication: The easiest way to reach me is via email and twitter. I do my best to answer email within twenty-four hours. When emailing me, you should write a subject line that includes the course number and include your full name at the end of your message.

Class Times: Mondays and Wednesday 12:00-1:45 pm
Class Location:

Course Website:

Computing Policy: This course relies heavily on the use of computing technologies. I ask students to bring an iPad or laptop to class each day as we will use digital destinations throughout the class. Technical mishaps may occur so I encourage you to back up all files regularly so that you do not lose your work. Technical failure is not an excuse for not completing any assignment so you will need to make sure to leave ample time each week in case of technical problems.

Abstract: Making/Building Digital Humanities examines the practice of being a historian in the twenty first century via a discussion and workshop-style advanced seminar. Using content drawn from US History, the course exploring cutting edge ways to do historical analysis. We will produce new knowledge by analyzing existing digital humanities tools and projects and will work together on a semester-long project. Students should feel comfortable with their knowledge of US History and be willing to learn new skills. No previous experience with html, css, or coding is required.

Learning Objectives:
● Students will receive focused exposure to the special topic of digital humanities within the context of US History and historical practice.
● They will explore the methodologies and tools useful to conducting historical research through readings, critical thought, and practical, hands-on exploration of

digital resources and projects.

- Students will be able to discuss major issues and debates in the areas of digital humanities including digitization, copyright and permissions, preservation and sustainability, and audience.
- Students will synthesize insights from one another as well as the instructor and their readings in order to produce a semester-long course project.
- Students will conclude the seminar with a focused base of knowledge that they can use as a foundation for other historical courses within the university, as well as working relationships with the instructional faculty and other students with kindred interests.

Goals:

Students will

- Demonstrate understanding of methods, skills, tools and systems that can be used in completing a digital humanities project.
- Demonstrate the ability to critique and analyze digital tools for use with historical questions.
- Demonstrate critical analysis of arguments and evaluation of projects' major assertions, its background assumptions, the evidence used to support its assertions, and its explanatory utility as a digital resource
- Communicate effectively, through written and oral communication and through other forms as appropriate.
- Demonstrate understanding of the interconnections of knowledge production within and across disciplines and digital forms.

Expectations and Attendance: HIST A421/H511 is a seminar-style class that relies on engaged student participation. A basic requirement of this course is that you will participate in all class meetings and conscientiously complete all required course activities and/or assignments. Keep in touch with me if you are unable to attend, participate, or complete an assignment on time. If you miss more than half of the required activities within the first 25% of the course without contacting me, you may be administratively withdrawn from this course. Our course meets twice per week; thus if you miss more than four classes in the first four weeks, you may be withdrawn. Administrative withdrawal may have academic, financial, and financial aid implications. Administrative withdrawal will take place after the full refund period, and if you are administratively withdrawn from the course you will not be eligible for a tuition refund. If you have questions about the administrative withdrawal policy at any point during the semester, please contact me.

If you are aware that you will be absent, it is your responsibility to notify me via email and to work with your classmates to make sure that you are aware of any assignments made during the class. I will be available during office hours to discuss any missed assignments; however, I will

not recap class discussion for you. Sleeping or otherwise being inattentive (excessive emailing, excessive use of social media, excessive cross-talking, repeated late entrances) will not be allowed. A single instance will result in the loss of participation points. Repeated violations will result in the complete loss of all participation points and/or failure of the course.

Students are expected to be familiar with the University policies with regards to attendance (http://registrar.iupui.edu/course_policies.html). Students with repeated absences or with a major prolonged absence due to illness or other major emergencies will need to provide me with written documentation from a licensed non-familial health care provider. Students seeking accommodation for religious observances must make a request in writing by the end of the 2nd week of the semester to me via email and should use the Request for Course Accommodation Due to Religious Observance Form.

Expectations for participation include having read all of the day's pertinent required readings prior to their assigned due date, active and thoughtful engagement during discussion, and quality engagement with the instructor and other students in class. Attendance alone does not guarantee an A in class participation.

Academic Integrity: All students are expected to be familiar with the university code of academic integrity as outlined by IUPUI in its Code of Conduct. It is important to understand that any instances of plagiarism, cheating, or other violations of the code can result in the failure of the course and possible expulsion from the university. Cheating includes: reusing portions of coursework for credit, allowing others to prepare work, and utilizing external aids including commercial term paper and internet companies. If you have a question regarding any of the above or the code in general, consult immediately with one of the instructors.

Plagiarism and Citations: The definition of plagiarism is broader than commonly assumed. Plagiarism includes: direct quotation, paraphrasing, summarization, and fabrication of materials. All quotations taken from other authors, including paraphrasing and all sources from the Internet (including Wikipedia, blogs, and forums) and other digital media, must be indicated by quotation marks and properly referenced. When writing a blog or blog comment, cite at least the author's name and enough information for a reader to find the work on their own (e.g. a hyperlink if available); for short papers and the final project, please use Chicago style when citing your sources. Some of the works we'll be reading may not be covered by the style guide (e.g. digital games); if this is the case, please give at least the work's title, author/developer studio, date of publication, and the web address for the work (if any). If you are ever uncertain about your need to cite something or how to do so, please contact the instructors before turning in your work.

Late Assignments: All readings should be completed before the class for which they're assigned, and all assignments are due by midnight on the due date. Late assignments will be docked one full letter grade per 24 hours up to three days late (A to D). Assignments will not

be accepted more than 72 hours late unless there is a legitimate excuse as noted under the absence policy. If you know you will be late in turning an assignment in or absent on the day the assignment will take place, you are expected to turn that assignment in *prior* to your absence to receive full credit. Lack of access to, or technical difficulties with, computers (including failure to publish or include email attachments) are unacceptable excuses for late or missed assignments.

Special Needs: If you have a registered disability and wish to discuss accommodations, please email the instructors by the end of the second week of class. Please contact Adaptive Educational Services, Taylor Hall (UC), Room 137: http://aes.iupui.edu/ for assistance if needed.

Student Advocate:
The Student Advocate Office is located in the Campus Center, Suite 350, and can be contacted by phone at 278-7594 or email at stuadvoc@iupui.edu. For more information, visit the Student Advocate website at http://www.life.iupui.edu/advocate/

Counseling & Psychological Services: Students who wish to seek counseling or other psychological services should contact the CAPS office by phone at 274-2548 or email at capsindy@iupui.edu. For more information, visit the CAPS website at http://life.iupui.edu/caps/

Campus Closings: If a campus closing or emergency occurs, the instructor will contact you via your university email address to tell you how to proceed. Always assume that deadlines have not been cancelled unless the weather emergency is so catastrophic that both the University and local businesses are closed.

Grading Policy:
Grading for this class will encompass the following assignments:

Reading Quizzes (10 x 10 points each): 100 points
Project Assignments (6 x 25 points each): 150 points
Final Exam (1 x 50 points): 50 points

Course total: 300 points

Grade Protest Policy: To ask the instructor to consider a grade change, the procedure is as follows: Within one week of the hand-back date the student must provide in writing to me a detailed description of the complaint including why the grade is considered insufficient. The student will then schedule a specific individual meeting with the instructor to discuss the grade. Grades will not be discussed prior to or following any class, nor will they be discussed during office hours without prior notice to the instructors. If there is a question about improving one's grade or the grading metrics used, then the student is encouraged to make an appointment during office hours.

Final Exam: The final exam will be a written exam of no more than 5 page (undergraduate) and 10 pages (graduate). The prompt (subject to revision) is:

Over the course of the semester, we've envisioned digital history through the lens of W.E.B. DuBois' The Souls of Black Folk. Using what you've learned this semester about the possibilities of digital technologies with regards to history content, write a proposal for a digital history project on a specific topic in US History.

Further information regarding the final project will provided no later than November 1.

Schedule of Assignments:

Monday, August 25
>   Syllabus Review
>   Projects Discussion including Group Assignments
>   Melih Bilgil, History of the Internet, Video (2009)
>>   http://www.youtube.com/watch?v=9hIQjrMHTv4

Wednesday, August 27
>   W.E.B. Dubois and the Souls of Black Folk

Wednesday, September 3
Definitions, Disciplinarity, and the Stakes of Digital History
>   Doug Seefeldt and William G. Thomas, "What is Digital History? A Look at Some
>   Exemplary Projects." In Perspectives on History 47 (5), May 2009. Available from:
>   http://digitalcommons.unl.edu/historyfacpub/98/
>
>   Tara McPherson, "Why are the Digital Humanities So White? or Thinking the
>   Histories of Race and Computation", in *Debates in the Digital Humanities*, http://
>   dhdebates.gc.cuny.edu/debates/text/29

Monday, September 8
Copyright and Citation of Digital Materials
>   Timothy B. Lee, "15 years ago, Congress Kept Mickey Mouse out of the public domain.
>   Will they do it again?", The Washington Post, October 25, 2013.
>   http://www.washingtonpost.com/blogs/the-switch/wp/2013/10/25/15-years-ago-congress-
>   kept-mickey-mouse-out-of-the-public-domain-will-they-do-it-again/

Wednesday, September 10
Digitization Fundamentals

Stanford's Tooling Up for Digital Humanities series on "Digitization"

Monday, September 15
Out of Class Video/No Class: You must watch the entirety of W.E.B. Dubois: A Biography in Four Voices (114 minutes: call number: E185.97.D73 W4338 1997). The DVD is being held at the IUPUI library under our course number.

Wednesday, September 17
The Web and its Origins in History Scholarship
Cohen and Rosenzweig, *Digital History: A Guide to Gathering, Preserving, and Presenting the Past on the Web*, Exploring the History Web (all): http://chnm.gmu.edu/digitalhistory/exploring/index.php

Kelly Schrum, "Surfing the Past: How to Separate the Good from the Bad," *Essays on History and New Media*. http://chnm.gmu.edu/essays-on-history-new-media/essays/?essayid=7

Monday, September 22
Digital Information Management
Zotero 101

Wednesday, September 24
Project 1: Building a Companion Bibliography to the Souls of Black Folk
Group 1: Primary Sources
Group 2: Secondary Sources
Group 3: Digital Projects

Monday, September 29
Project 1: Building a Companion Bibliography to the Souls of Black Folk
Continued

Wednesday, October 1
The Historical Web
Cohen and Rosenzweig, "To Mark Up or Not to Mark Up," in *Digital History: A Guide to Gathering, Preserving, and Presenting the Past on the Web*. http://chnm.gmu.edu/digitalhistory/digitizing/3.php

Paula Petrick, "Top Ten Mistakes in Web History Design," http://chnm.gmu.edu/essays-on-history-new-media/essays/?essayid=3

Monday, October 6

Project 1 due
HTML and Wordpress 101
> Web Fundamental with codeacademy.org
> http://www.codecademy.com/tracks/web

Wednesday, October 8
Project 2: Building the Souls of Black Folk Website
> All: Website structure and elements

Monday, October 13
Project 2: Building the Souls of Black Folk Website
> Groups: Assigned based on website structure

Wednesday, October 15
Digital History intersecting the Souls of Black Folks
> Text Analysis, Tooling Up for the Digital Humanities, Stanford University (all):
> http://toolingup.stanford.edu/?page_id=981
>
> Wordseer and Slavery, http://wordseer.berkeley.edu/example-slave-narratives/
>
> Homework: Voyant and Stopwords
> http://voyant-tools.org/

Wednesday, October 22
Project 2 Due
Wikipedia 101
> Roy Rosenzweig, "Wikipedia: Can History Be Open Source?" in Journal of American History 93, 1 (June 2006), 117-46.
>
> CNN, "Use with Caution: the Perils of Wikipedia", January 6, 2009. http://www.cnn.com/2007/TECH/11/02/perils.wikipedia/
>
> How to Edit, *Wikipedia, The Free Encyclopedia*, *http://en.wikipedia.org/wiki/How_to_edit*
>
> W.E.B. DuBois, *Wikipedia, The Free Encyclopedia,* http://en.wikipedia.org/wiki/W._E._B._Du_Bois
>
> *The Souls of Black Folk*, *Wikipedia, The Free Encyclopedia*,
> http://en.wikipedia.org/wiki/The_Souls_of_Black_Folk

Monday, October 27
Metadata and Authorities

Tony Gill, "Metadata and the Web", *Introduction to Metadata Online*, v3.
http://www.getty.edu/research/publications/electronic_publications/intrometadata/metadata.html

Library of Congress Authority files: http://authorities.loc.gov/help/contents.htm

Trevor Owens, "Crowdsourcing the Civil War: Insights Interview with Nicole Saylor,"
http://blogs.loc.gov/digitalpreservation/2011/12/crowdsourcing-the-civil-war-insights-interview-with-nicole-saylor/

Wednesday, October 29
Project 3: Assorted

Wikipedia and the Souls of Black Folk
Text Analysis of Souls of Black Folk
Mapping the Named Authority Files to Souls of Black Folk

Monday, November 3
Project 3: Assorted

Continued

Wednesday, November 5
Designing Databases for Historical Use I: Fundamentals

http://www.history.ac.uk/research-training/courses/designing-databases **(instructor only)**

Southern History Database, http://www2.vcdh.virginia.edu/SHD/

Ansley T. Erickson, History Research and the Problem of Categories: Reflections on 10,000 Digital Notecards, Writing History in the Digital Age, Spring 2011.

Ellen Gruber Garvey and Lisa Gitelman, "facts and FACTS": Abolitionists' Database Innovations," in"Raw" Data is an oxymoron, 89-102. Cambridge, MIT Press, 2013.

Monday, November 10
Project 3 Due
Project 4: Database for The Souls of Black Folk (People, Places, Things, Themes)

Group 1: Chapter 1-3
Group 2: Chapter 3-6
Group 3: Chapter 7-10
Group 4: Chapter 11-14

Group 5: Forethought and Afterthought

Wednesday, November 12
Project 4: Database for The Souls of Black Folk
Continued

Monday, November 17
Omeka and Digital Collections
Miriam Posner, Up and Running With Omeka.net, *The Programming Historian*.
http://programminghistorian.org/lessons/up-and-running-with-omeka

Please read the lesson prior to class. Do Not However, do the lesson yourself.

Wednesday, November 19
Data, Data, Everywhere

Monday, December 1
Project 4 Due
Project 5: The Souls of Black Folk Collection Online

Wednesday, December 3
Project 5: The Souls of Black Folk Collection Online
Continued

Monday, December 8
Project 5: The Souls of Black Folk Collection Online
Continued

Wednesday, December 10
Introduction to Spatial History
David Bodenhamer, "The Potential of Spatial Humanities," in *The Spatial Humanities: GIS and the Future of Humanities Scholarship*, Bloomington: Indiana University Press, 2010, 14-30.

William Thomas and Edward Ayers, "The Difference Slavery Made: A Close Analysis of Two American Communities," http://www2.vcdh.virginia.edu/AHR/

Monday, December 15
Project 5 due
Project 6: Mapping the Souls of Black Folk

Final Exam and Project 6 due by noon on the assigned exam day.