City University of New York (CUNY)
CUNY Academic Works

Open Educational Resources | Queens College

2024

LBSCI 790.3 Digital Humanities

S E. Hackney
CUNY Queens College, shackney@qc.cuny.edu

How does access to this work benefit you? Let us know!

More information about this work at: https://academicworks.cuny.edu/qc_oers/80
Discover additional works at: https://academicworks.cuny.edu

This work is made publicly available by the City University of New York (CUNY).
Contact: AcademicWorks@cuny.edu

SYLLABUS

LBSCI 790.3: Digital Humanities

Class Meeting and Professor Contact Information

A. BULLETIN DESCRIPTION

This course examines the history, methods, tools, and scholarly practices of teaching and research in the digital humanities (DH), including ways in which the library can engage with, enhance, and support those activities. The course will focus on digital humanities as a burgeoning field in its own right, as well as the development of digital methods in specific disciplines within the humanities. Students will consider their role as information professionals in the creation, cleaning, storage, and dissemination of digital humanities datasets and research projects, as well as gain hands-on experience with some of the tools and methods used in these activities.

EXPANDED COURSE DESCRIPTION

Students in this course will have the opportunity to both study DH as a field, as well as create their own digital projects using DH methods. They will learn techniques to identify potential datasets, collect that data, clean and prepare it for analysis, and to identify appropriate tools and methods to answer DH research questions using data. Additionally, we will engage specifically with the role that the library and larger information professions play with regards to the collection, storage, and curation both of data with the potential for use in DH work, as well as the broad range of deliverables and project types that can result from DH research.

ON OPENESS

This syllabus is an Open Educational Resource (OER), and is freely available to use, reuse, edit, remix, and disseminate, with a CC0 license—meaning that it is in the public domain, and you do not need to link back to this document or give direct credit to its author to make use of these materials. As much as possible, it makes use of other Open Access (OA) and OER

materials for the readings, resources, and examples in the course. This syllabus itself is CC0 – I make no claims regarding the copyright of the materials linked to in this document.



B. COURSE LEARNING GOALS & GSLIS STUDENT LEARNING OUTCOMES

Course Objectives:

Students completing this course should be able to:

- ➔ Understand, define, and explain to others what DH is, the types of research and scholarship activities associated with DH, and the general history and development of the field
- ➔ Conduct secondary research on DH topics using academic and popular sources, tools, networks, and services, and synthesize, organize, and describe the findings of this research
- ➔ Identify and describe various digital data formats, as well as tools and techniques appropriate for the gathering/cleaning/storing of that data.
- ➔ Identify and evaluate tools and methods for conducting DH research/developing DH projects
- ➔ Articulate in-depth the research practices, trends, tools, and methods for conducting DH research within a specific humanities field of their choosing
- ➔ Identify and evaluate the research lifecycle as it uniquely relates to digital projects, and the role of LIS workers in the creation, maintenance, dissemination, and preservation of DH projects

(Please see the table below for the Course Student Learning Outcomes, how the Assignments, Exercises & Activities align with them and the GSLIS Student Learning Outcomes.)

Course (LBSCI 790.3) Student Learning Outcomes	**Assignments**	**GSLIS Student Learning Outcomes**						
		A	**B**	**C**	**D**	**E**	**F**	**G**
Understand, define, and explain to others what DH is, the types of research and scholarship activities associated with DH, and the general history and development of the field.	Participation, DH in the Disciplines, Data + Tools Proposal		X			X		
Conduct secondary research on DH topics using academic and popular sources, tools, networks, and services, and synthesize, organize, and describe the findings of this research	DH in the Disciplines, Project/Book Review, Data + Tools Proposal		X			X		
Identify and describe various digital data formats, as well as tools and techniques appropriate for the gathering/cleaning/storing of that data.	Data + Tools Proposal, In-class activities	X					X	
Identify and evaluate tools and methods for conducting DH research/developing DH projects	Data + Tools Proposal, Project + Book Review	X						
Articulate in-depth the research practices, trends, tools, and methods for conducting DH research within a specific humanities field of their choosing	DH in the Disciplines, In-class activities, Data + Tools Proposal		X			X	X	
Identify and evaluate the research lifecycle as it uniquely relates to digital projects, and the role of LIS	Project/Book Review, In-class activities Class Participation		X				X	

workers in the creation, maintenance, dissemination, and preservation of DH projects					X			

GSLIS Student Learning Outcomes:

A. Enable access to information and knowledge, including its creation, acquisition, organization and management, storage and retrieval

B. Articulate the role and importance of ethics, values, lifelong learning and advocacy underlying the practice of the information professions

C. Apply appropriate standards, policies, tools and practices in various specializations of information science, as articulated by representative professional organizations

D. Design and conduct research studies, critically assess research claims, and synthesize and disseminate findings

E. Advocate for social justice, particularly in our metropolitan community, by understanding the needs, designing programs with, and amplifying the strengths of our underserved groups

F. Identify, evaluate and implement current and emerging technologies to create, store, and present information in a way such that users can access it, process it, and experience it

G. Explain and apply principles of effective management and leadership in the library and related information institutions in a rapidly changing society

C. REQUIRED TEXTS AND SUPPLIES

Textbook(s) and Supplies
There are no books or other materials that you need to purchase for this course.

We will primarily make use of two OER textbooks during this course:

- Debates in the Digital Humanities – We will be readings selections from several of the books in the *Debates* series, which are all available to read online at the above link. Specific readings from specific titles will be listed in the course schedule, but I encourage students to look at all the books in the series, especially when conducting their own research in the class.
- Data + Design – We will be reading selections from this text primarily during Unit 2, and again, specific readings will be linked in the course schedule.

Some other readings, however, may be paywalled and must be accessed through the library's journal subscriptions. In the event that a reading is not accessible any other way, or its accessibility status has changed since this syllabus was last updated (Jan 2024), copies of the readings will be made available to students by the professor.

Digital Tools

Over the course of the class, we will be getting some hands-on practice with various digital tools for working with DH data. Students will NEVER be asked to pay for an account with any of these tools, though they may need to sign up for free accounts for some, or potentially download (free) software tools. If a student has trouble accessing or creating an account with any of the tools/platforms used in the class, they should contact the professor to arrange alternate access methods.

Some of the tools we will be covering in this course include:
- Tableau Public
- Excel / Google Sheets
- Miro
- Gephi
- Omeka
- OA / OER publishing platforms such as Humanities Commons / Manifold / CUNY Academic Commons
- Zotero

D. COURSE TOPICS/UNITS/READINGS AND DATES WEEKLY TENTATIVE SCHEDULE

Unit 1: What is DH?

Week 1 (Jan 31): Introduction, Expectations, Norms

In class: Review the syllabus and assignments, Tools we'll be using navigate the site for the course, introduce yourself

Week 2 (Feb 7): Okay, but really-- What is DH?

Read:

"Chapter 2: The Humanities, Done Digitally | Kathleen Fitzpatrick" in *Debates in the Digital Humanities* (2012). https://dhdebates.gc.cuny.edu/read/untitled-88c11800-9446-469b-a3be-3fdb36bfbd1e/section/65e208fc-a5e6-479f-9a47-d51cd9c35e84##ch02

"What's Next: The Radical, Unrealized Potential of Digital Humanities | Miriam Posner" in "Debates in the Digital Humanities 2016" (2016). Debates in the Digital Humanities. https://dhdebates.gc.cuny.edu/read/untitled/section/a22aca14-0eb0-4cc6-a622-6fee9428a357#ch03

Nowviskie, B. (2022). New Questions, Next Work. *Digital Humanities Quarterly*, *016*(3). http://www.digitalhumanities.org/dhq/vol/16/3/000632/000632.html

Risam, R. (2022). Our Time Is Now (It's Always Been Our Time). *Digital Humanities Quarterly*, 016(3). http://www.digitalhumanities.org/dhq/vol/16/3/000644/000644.html

In class: Overview of Disciplinary Lightning Talks Assignment

Week 3 (Feb 14): History of DH

Read:

Sula, C. A., & Hill, H. V. (2019). The early history of digital humanities: An analysis of Computers and the Humanities (1966–2004) and Literary and Linguistic Computing (1986–2004). *Digital Scholarship in the Humanities*, *34*(Supplement_1), i190–i206. https://doi.org/10.1093/llc/fqz072

Terras, M. (2019). *Father Busa's Female Punch Card Operatives*. http://dhdebates.gc.cuny.edu/debates/text/57

Todd Pressner, et al. (2012) *The Digital Humanities Manifesto 2.0*. https://www.humanitiesblast.com/manifesto/Manifesto_V2.pdf

Week 4 (Feb 21): DH in the Disciplines I

Read:

Warwick, C (2019) '"They Also Serve": What DH Might Learn about Controversy and Service from Disciplinary Analogies' *Debates in the Digital Humanities* https://dhdebates.gc.cuny.edu/read/4805e692-0823-4073-b431-5a684250a82d/section/015e1836-9519-4ce1-afac-984e915d1f4f#ch04

Jaskot, P. B. (2019). Digital Art History as the Social History of Art: Towards the Disciplinary Relevance of Digital Methods. *Visual Resources*, *35*(1–2), 21–33. https://doi.org/10.1080/01973762.2019.1553651

In-class: Research and Bibliography activity (using Zotero)

NO CLASS ON FEB 28, CUNY ON MONDAY SCHEDULE

Week 5 (March 6): DH in the Disciplines II

In-class: lightning presentations (no readings)

Unit 2: Methods in DH: What is Data and What Do You Do With It?

Week 6 (March 13): Identifying and Collecting Data

Read:

Data + Design. (n.d.). Chapter 1: Basic Data Types https://trinachi.github.io/data-design-builds/ch01.html

Schöch, C. (2013, November 22). Big? Smart? Clean? Messy? Data in the Humanities. Journal of Digital Humanities. http://journalofdigitalhumanities.org/2-3/big-smart-clean-messy-data-in-the-humanities/

In class: Final Project overview

Week 7 (March 20): DH Tools (for cleaning and analysis)

Read:

Data + Design. (n.d.). Chapters 7 and 8 Getting Data Reading for Cleaning , and Cleaning Data. https://trinachi.github.io/data-design-builds/ch07.html

Rawson & Muñoz (2019) “Against Cleaning” *Debates in the Digital Humanities* *https://dhdebates.gc.cuny.edu/read/untitled-f2acf72c-a469-49d8-be35-67f9ac1e3a60/section/07154de9-4903-428e-9c61-7a92a6f22e51##ch23*

In class: Dataset review and cleaning demo

Week 8 (March 27): Data Visualization

Read:

Data + Design. (n.d.). Chapter 14: Anatomy of a Graphic. https://trinachi.github.io/data-design-builds/ch14.html

Posner, M. (2019) Getting started with Tableau Public – Digital Humanities 201. http://miriamposner.com/classes/dh201w19/tutorials-guides/data-visualization/getting-started-with-tableau-public/

Week 9 (April 3): Visualization + Dissemination Tools Workshops

No readings
In class: Tool workshop

Week 10 (April 10): Maintenance, Sustainability, Preservation

Read:

Edmond, J., & Morselli, F. (2020). Sustainability of digital humanities projects as a publication and documentation challenge. Journal of Documentation, 76(5), 1019–1031. https://doi.org/10.1108/JD-12-2019-0232

Berg-Fulton, T., Langmead, A., Lombardi, T., Newbury, D., & Nygren, C. (2019). A Role-Based Model for Successful Collaboration in Digital Art History. *International Journal for Digital Art History: Issue 3, 2018: Digital Space and Architecture*, *3*, 153. https://journals.ub.uni-heidelberg.de/index.php/dah/article/download/34297/43447

Project/Book Review Due

Unit 3: Digital People, Digital Futures

Week 11(April 17): Information Labor in DH

Read:

Senchyne, J. (n.d.). Between Knowledge and Metaknowledge: Shifting Disciplinary Borders in Digital Humanities and Library and Information Studies. In Debates in the

Digital Humanities. Retrieved May 13, 2019, from http://dhdebates.gc.cuny.edu/debates/text/81

Shirazi, R. (2018) "Reproducing the Academy: Librarians and the Question of Service in the Digital Humanities" *"Making Things and Drawing Boundaries" on Debates in the DH Manifold*. (n.d.). Debates in the Digital Humanities. https://dhdebates.gc.cuny.edu/read/untitled-aa1769f2-6c55-485a-81af-ea82cce86966/section/544313f1-eec6-4c2b-8988-62ed898ec288##ch08

NO CLASS APRIL 24 – SPRING BREAK!!!!!!!!!!!!!!!!!!!!!!!!!!!!

Week 12 (May 1): Decolonizing the Digital - Access and Openness

Read:

Open Access Mandates and Indigenous Materials: Ways to Ethically Collaborate. (2021, June 1). What's Emerging in the Field? Essays from the MCN 2020 VIRTUAL Scholarship Program Recipients. https://publications.mcn.edu/2020-scholars/open-access/

Zhang, X., Tlili, A., Nascimbeni, F., Burgos, D., Huang, R., Chang, T.-W., Jemni, M., & Khribi, M. K. (2020). Accessibility within open educational resources and practices for disabled learners: A systematic literature review. Smart Learning Environments, 7(1), 1. https://doi.org/10.1186/s40561-019-0113-2

Week 13 (May 8): What is Analog Humanities?

Readings TBD (based on class interest/DH in the Disciplines topics)

Week 14 (May 15): Final Presentations

No Readings
In class: Final Presentations

Week 15 (May 22): Final Presentations Cont'd

Presentations to continue as needed.

E. ASSIGNMENTS, DUE DATES AND GRADING PLAN

There are three major assignments for this course, as well as a participation grade.

1. DH in the Disciplines Lightning Talk (20% - 40 points)
2. Project/Book Review (20% - 40 points)
3. Data + Tool(s) Proposal & Presentation (45% - 90 points)
4. Participation (15% - 30 points)

DH in the Disciplines Lightning Talk

During Week 5 of the course, students will present a brief (5 minute) “lightning talk” about Digital Humanities research and scholarship within a specific disciplinary field of their choosing. This presentation should have some audio-visual element, but students are free to use whatever software/tools/platforms they desire to present that element. The talk should include:

- An introduction to the topics, areas, and themes of the humanities discipline chosen.
- An overview of at least 1 major DH project in that area, including the research questions asked, the data used, and the method(s) of analysis and dissemination.
- A bibliography in APA format including at least three articles/works cited in the presentation.

This assignment will account for 20% of your final grade, for a possible total of 40 points.

Project/Book Review

Due Week 10 of the course. Students will identify a DH project of their choosing and write a ~750 word “review” of the project, aimed at an academic audience of DH practitioners and LIS professionals. This review should:

- Identify the title, authors, and links/citation to the project being covered.
- Discuss the subject of the project, including the population(s) and disciplines that it is speaking to, as well as the materials and sources used and research done to create the project.
- Evaluate the effectiveness of the project with regards to conveying its intended message, the appropriateness of the tools and methods used
- Discuss the accessibility of the research findings as well as the data used in the research, with an eye to the long-terms sustainability of the project.
- Include a bibliography with works cited, as appropriate.

This assignment will count for 20% of your final grade, for a possible total of 40 points

Data + Tools Proposal & Presentation

Presentations will take place in Weeks 14 and 15 of the course, and the final proposal write-up is due Week 15. For this assignment, students will identify a dataset to be used in a (proposed) DH project, and develop research question(s) around the data, as well as identify tools to be potentially used in the collection, cleaning, and analysis of the data as well as in the presentation/dissemination of the proposed project. This project proposal will be presented to the class during Week 14 of the course (and into Week 15, depending on class size). The presentation should be approximately 10-15 minutes long, and should include:

- A visual element of some kind (slides, etc)
- Research question(s) to be answered through DH research
- A description of the dataset identified for this project, including its original source, basic format, openness/accessibility, how much/in what ways the data needs to be cleaned, and major metadata points within the data
- Justification for how the data (might) be able to answer the research questions, including any potential outcomes or findings
- Identification of tools to be used in the data collection & cleaning process
- Proposed format of research deliverable (paper, digital tool, online collection, LOD, etc)

The write-up (~500 words) should include:

- Works cited/bibliography
- Research Questions
- Project Abstract
- General Steps needed to complete the project

> *You will not be expected to actually complete this project, but you should present this proposal as though you have the time/resources/funding necessary to complete it.*

This assignment will count for 45% of your final grade, for a possible total of 90 points. The proposal writeup is worth 60 points, and the presentation worth 30 points.

Participation

In-class

This class is discussion-based, and several of our class meeting times will include tutorials and workshops on various DH tools. Students are expected to attend all classes, and to contact the professor regarding any missed classes, especially on weeks when there will be in-class activities as indicated in the syllabus. Part of the weekly class meeting will include critical discussion and analysis of the readings for that class, and so students are expected to be familiar with that week's readings prior to the class meeting time.

Discussion Board (Blackboard)

There will also be opportunities throughout the semester to respond to discussion board topics posted by the professor and/or your classmates. For each of the three units in the course, students are expected to post and/or respond to posts at least 3 times, for a total of at least 9 substantive posts over the course of the semester.

At the end of the semester, students will be asked to complete a short 'Class Participation Self-Assessment,' where you will be asked to give yourself a participation letter grade (A, B, etc) and give a very brief justification for that grade. The grade you give yourself will be taken into consideration when giving the final participation grade but is not itself (necessarily) the final participation grade you will receive. If there is a major discrepancy between a student's self-assessment and the professor's assessment of their participation, the professor may request a one-on-one meeting with the student to discuss their final participation grade.

Participation will count for 15% of your final grade, for a possible total of 30 points.

Overall Course Grades.

Evaluation will be on a percentage system as detailed above. Grade assignment will follow the scholastic standards in the *2020-2021 Queens College Graduate Bulletin,* p. 28 (https://www2.qc.cuny.edu/Academics/Documents/Adm_Graduate_Bulletin_2020_21.pdf)

A +	97-100
A	93-96
A -	90-92
B +	87-89
B	83-86
B -	80-82
C +	77-79
C	73-76

C -	70-72
F	0-69

Incompletes

An incomplete (Inc.) grade for the course will not be granted unless extenuating circumstances exist and with explicit, prior approval of the professor and in compliance with the rules of the College. See the *2020-2021 Queens College Graduate Bulletin,* p. 29 for additional information https://www2.qc.cuny.edu/Academics/Documents/Adm_Graduate_Bulletin_2020_21.pdf

Please note that falling behind in course work or receiving unsatisfactory grades do not, in themselves, constitute sufficient cause to receive an Incomplete. (In other words, do not assume that you may simply choose to take an incomplete; this must be requested of the professor with ample justification in writing; it is not guaranteed.)

F. CUNY POLICY ON ACADEMIC INTEGRITY

The Policy on Academic Integrity, as adopted by the Board is available to all candidates. Academic dishonesty is prohibited in the City University of New York and is punishable by penalties, including failing grades, suspension, and expulsion. Please consult

http://www.cuny.edu/about/administration/offices/legal-affairs/policies-resources/academic-integrity-policy/ for the policy and other related information.

Copying the work of another author regardless of source, or the work of another student, is automatically grounds for failing the course. Using all or part of your own paper in multiple classes without prior permission is considered a form of plagiarism. This also includes asking people on professional lists-servs or working as professionals in the field to do your work for you.

G. USE OF CANDIDATE WORK

All programs in New York State undergo periodic reviews by accreditation agencies. For these purposes, samples of candidates' work are made available to those professionals conducting

the review. Candidate anonymity is assured under these circumstances. If you do not wish to have your work made available for these purposes, please let the professor know before the start of the second class. Your cooperation is greatly appreciated.

H. REASONABLE ACCOMMODATIONS FOR CANDIDATES WITH DISABILITIES

Candidates with disabilities needing academic accommodation should: (1) register with and provide documentation to the Special Services Office, Frese Hall Room 111; (2) bring a letter to your professor indicating the need for accommodation and what type. This should be done during the first week of class. For more information about services available to Queens College candidates, contact Special Services Office, Frese Hall Room 111: Telephone: 718-997-5870; Email: QC.SPSV@qc.cuny.edu (Office/Testing Hours: Monday – Thursday: 8am – 6pm; Friday: 8am – 5pm; Saturday: 9am – 2pm).

I. ADDITIONAL INFORMATION

Queens College Writing Center

The Queens College Writing Center provides its services and resources offered at no cost to QC students. The Center stresses the importance of writing well. You are encouraged to take advantage of these services and resources. For more information about the available services and resources, please consult https://www.qc.cuny.edu/academics/wc/

Writing

All papers submitted should be in Helvetica, 12 point font with one inch margins, a cover sheet, and a reference list. Papers should be written in competent, grammatically correct American English, using the *Publication Manual of the American Psychological Association* style for organization, content, and citation format. Papers that do not meet these criteria will not be graded. Students should keep copies of all assignments submitted until they have been graded. Your instructor will discuss in class how to submit each paper.

Course Evaluation

Towards the end of the semester, access to online course evaluation will be enabled. Please remember to participate in the college online course evaluations. Your comments are highly valued, and these evaluations are an important service to fellow students and to the institution. Please also note that all responses are completely anonymous; no identifying information is retained once the evaluation has been submitted.

Participation and Conduct

Faculty and students are expected to behave in a professional manner, including participation that is inclusive, community-building, active, considerate, collaborative and respectful. Respectful behavior includes addressing each other by our preferred names and pronouns.

Degrading, disrespecting, insulting or harassing another person or group will not be tolerated. This includes in person or online abuse or any persistent and unwelcomed action that another person has notified you is unwelcome. Examples include: expressions of White supremacist ideology; offensive comments related to gender, gender identity and expression, sexual orientation, disability, neuro(a)typicality, physical appearance, body size, race or religion; deliberate misgendering or use of dead names; threats of violence or incitements to violence or self harm; intimidation; sustained disruption of discussion; unwelcome sexual attention; continued one-to-one communication after requests to cease; and the publication of non-harassing private communication.

We value freedom of speech when practiced in good faith, including rational debate and discussion, genuine exchanges of ideas, and spreading useful or enlightening information. White supremacy, hate speech and spreading disinformation will not be tolerated in GSLIS.

Counseling

Queens College has a counseling service through which licensed psychologists, certified social workers, licensed professional counselors, and counseling interns supervised by professional staff offer individual counseling, groups, and referrals to appropriate college or community resources. All sessions are free and confidential. Students meet with counselors for many reasons, including:

- College adjustment
- Poor academic performance

- Family/relationship conflict
- Career/life choices
- Anxiety
- Depression
- Low self-esteem
- Loneliness
- Life crisis
- Sexual identity/orientation
- Sexual assault/harassment
- Interpersonal violence

For more information see:
https://www2.qc.cuny.edu/StudentLife/services/counseling/counseling/Pages/default.aspx

If you are distressed and are seeking help, you can text the crisis text line:

Text CUNY to 741741 or you can call the New York City Helpline at: 1-888-692-9355.

The number for the National Suicide Hotline is: 1-800-273-8255.