

Hi all,

I hope this finds you safe and healthy. Enclosed please find our modified syllabus for the rest of the semester. I have highlighted elements that are new or modified. This cover letter is my attempt to explain the new structure in plain language as well as give insight as to why I chose this structure.

Based on guidance from the university and feedback I've received from students, the rest of this class will be entirely online and asynchronous (meaning you can do this work independently and at your own pace). You all have complicated lives that are made even more complicated by this crisis. This is my best attempt to allow you maximum flexibility while preserving a meaningful learning experience.

We will not be meeting in person nor all at the same time online. You will work independently, and I will videoconference with you individually at least once a week for at least 20 minutes.

For the rest of the semester, you have five things to do:

1. Beginning March 30, submit updates on your progress to eLearning by no later than 11:59pm each Mondays until April 20. The more you send me, the more feedback I can offer.
2. Beginning March 30, post a short description of your status and progress to the class discussion board. I would also encourage you to read the postings of your classmates and offer feedback if you are so inclined. This work will correspond to your participation grade for the rest of the semester.
3. [Schedule a weekly videoconference with me](#), hopefully sometime between 5-9pm on Tuesdays beginning March 31. If you need to schedule our conversation another day or if you'd like to meet twice a week, email me and I will be happy to make that work.
4. Complete your final project (either a grant application, article manuscript, or digital project) by May 5.
5. Write a 600-800 word self-assessment of your digital project. You may use the standards we created in class or another set of standards. Just be explicit in either case. The self-assessment is also due by May 5.

Some of you are facing very serious crises including health struggles, sick family members, extra caregiving burdens, inadequate resources for study and work, and more. I tried to be as open and flexible as possible in designing the rest of the course, but if now or in the future you find yourself unable to complete any of these five tasks, please email me and explain your situation.

I already miss our collective conversations but look forward to speaking with each of you soon and doing all I can to support your learning. Stay safe and stay healthy.

Dr. Wright

MODIFIED DISTANCE LEARNING SYLLABUS
SPECIAL TOPICS IN HISTORY: THE DIGITAL HUMANITIES
HIST 6390
University of Texas at Dallas

Dr. Ben Wright
bgw@utdallas.edu
Office Hours: Tues 2:15-4:15pm and by appointment

Spring 2020
Jan 14 – May 5
Tues, 7:00-9:45pm

Course Description

Our world is increasingly digital. What does this mean for the study of history, and how can the study of history help us to make sense of our new digital world? This course is designed to survey the key issues in the emergent field of the digital humanities and help you determine how this field and its various methodologies can help your research and teaching.

Learning Outcomes

1. Students will analyze theoretical issues in the emerging field of digital humanities.
2. Students will evaluate works of digital scholarship.
3. Students will propose or create original historical scholarship through digital tools.

Grading

<u>Assignments</u>		<u>Grading Scale</u>	
Participation	20%	100-93	A
Reflection papers	30%	92- 90	A-
Final Project	40%	89-88	B+
Self-assessment	10%	87-83	B
		82-80	B-
		79-78	C+
		77-73	C
		72-70	C-
		69-60	D

Readings

All readings will be available online at no cost, but all students are required to bring a laptop to each class. Students who do not have a strong background in American history are encouraged to read *The American Yawp: A Massively Collaborative, Open U. S. History Textbook*. This resource is available free online at americanyawp.com. Print editions may also be purchased online.

Technology

All electronic communication must take place through official UT Dallas email accounts. Our course will rely on eLearning. If you experience any issues with your UT Dallas account, contact the UT Dallas Information Resources Help Desk: assist@utdallas.edu or call 972-883-2911. UT Dallas provides eLearning technical support 24 hours a day/7 days a week. The services include a toll free telephone number for immediate assistance (1-866-588-3192), email request service, and an online chat service. Please use this link to access the UTD eLearning Support Center: <http://www.utdallas.edu/elearninghelp>.

AccessAbility Services

It is the policy and practice of The University of Texas at Dallas to make reasonable disability-related accommodations and/or services for students with documented disabilities. However, written notification from the Office of Student AccessAbility (OSA) is required (see <http://www.utdallas.edu/studentaccess>).

Academic Honesty

The faculty expects from its students a high level of responsibility and academic honesty. Academic dishonesty includes, plagiarism, cheating, fabrication and collaboration/collusion. Consequences for academic dishonesty will include an automatic failing grade for the class as well as additional discipline to be administered by the university. Additional information related to academic dishonesty and tips on how to avoid dishonesty may be found here: <http://www.utdallas.edu/deanofstudents/maintain/>

Description of Assignments

Participation

Students are expected to arrive to class on time. This is a discussion-based seminar and accordingly is dependent upon all of us coming prepared to share our ideas and to respond constructively to one another.

For the last five weeks of class, we will have an open message board. Students will be required to post a brief (100-250 word) version of their weekly update to this shared message board by Monday at midnight beginning March 30 and ending April 20. My hope is that by sharing your progress with one another, we can maintain a sense of community, and you will have an opportunity to help each-other with your work. Students are encouraged to make additional posts if they have any exciting discoveries, frustrations, or other issues which might benefit from group discussion.

Discussions

Rather than having the instructor dictate the topics of discussion, this course will focus on the issues that are most important to you. For the first six weeks, each student will post two discussion questions, no later than midnight before class. These questions should demonstrate that you have read and reflected on the reading material. We will begin each week with a discussion of your questions.

Reflection Papers and Research Reports

You will write short, 600-800-word reflection papers for seven of the first nine weeks of class. You may skip any two weeks you choose. These papers will stem from your experience reading digital humanities scholarship or evaluating a piece of digital scholarship.

We will devote the second half of the semester to producing a dh grant application or a work of original scholarship. Each week, students will submit a brief progress report by midnight on Monday. Each student will also [schedule a teleconference](#) with Dr. Wright to discuss their progress.

Final Project

Students have three options for a final project:

1. Produce a grant proposal inspired by the National Endowment for the Humanities (NEH) Digital Humanities Advancement Grant. (7,000 – 9,000 words)
2. Write an article that advances an original argument that speaks to a major theoretical or methodological issue in the digital humanities. (8,000-10,000 words)
3. Produce a work of original digital scholarship.

Students will be given considerable latitude in finding a project that works with their skills and interests.

Self-assessment

Students will produce an assessment of their own work that uses our shared standards for digital humanities scholarship. In approximately 600-800 words write a review of your own work.

*** Presentations are canceled. Students only need to submit their final project. ***

Course Schedule

- WEEK ONE** **DEFINING DIGITAL HUMANITIES & DIGITAL HISTORY** Jan 14
- <http://whatisdigitalhumanities.com> (refresh this page at least 20 times)
 - Susan Hockey “The History of Humanities Computing,” *Companion to Digital Humanities*, ed. Susan Schreibman, Ray Siemens, John Unsworth (Oxford: Blackwell, 2004).
 - Kathleen Fitzpatrick, “The Humanities, Done Digitally,” *Debates in Digital Humanities* (2013).
 - Stephen Robertson, “The Differences between Digital Humanities and Digital History,” *Debates in Digital Humanities* (2016).
 - Cameron Blevins, “Digital History’s Perpetual Future Tense,” *Debates in the Digital Humanities* (2016).
- WEEK TWO** **MORE HACK, LESS YACK?** Jan 21
- Bethany Nowvickie, “On the Origin of Yack and Hack,” (Jan 8, 2014)
 - Natalia Cecire, “Introduction: Theory and the Virtues of Digital Humanities,” *Journal of Digital Humanities* Vol. 1, No. 1 (Winter 2011).
 - Alexis Lothian and Amanda Phillips, “Can Digital Humanities Mean Transformative Critique?” *Journal of e-Media Studies* 3 (2013).
 - Daniel Allington et al, “Neoliberal Tools (and Archives): A Political History of Digital Humanities,” *The L.A. Review of Books* (May 1, 2016)
 - Spent at least one hour experimenting on <https://programminghistorian.org/>
- WEEK THREE** **OPPORTUNITIES AND DANGERS OF DATA** STEPHEN AND CONNOR Jan 28
- Margo Anderson, “Quantitative History,” *The Sage Handbook of Social Science Methodology*, edited by William Outhwaite and Stephen Turner (London: Sage Publications, 2007), 246-63.
 - Michael J. Kramer, “Going Meta on Metadata” *Journal of Digital Humanities*, Vol. 3 No. 2 (Summer 2014)
 - Anne J. Gilliland and Sue McKemmish, “Recordkeeping Metadata, the Archival Multiverse, and Societal Grand Changes,” Proc. Int’l Conf. on Dublin Core and Metadata Applications 2012.
 - Explore at least three dh projects from Stanford: <https://digitalhumanities.stanford.edu/projects>
- WEEK FOUR** **RACE AND THE DIGITAL HUMANITIES** KORY AND JAKE Feb 4
- Tara McPherson, “Why are the Digital Humanities So White? Or Thinking the Histories of Race and Computation,” *Debates in the Digital Humanities* (2012)
 - Kim Gallon, “Making a Case for the Black Digital Humanities,” *Debates in the Digital Humanities* 2016.
 - Safiya Umoja Noble, “Toward a Critical Black Digital Humanities,” *Debates in the Digital Humanities* (2019)
 - Explore at least three dh projects from UC-Berkeley: <https://digitalhumanities.berkeley.edu/projects>
- WEEK FIVE** **GENDER AND THE DIGITAL HUMANITIES** MOUSAAB, ANTHONI, & MICHAEL FEB 11
- Bethany Nowvickie, “What Do Girls Dig?” *Debates in Digital Humanities* (2012).
 - Bethany Nowvickie, “Don't Circle the Wagons,” Bethany Nowvickie blog, (March 4, 2012).
 - Moya Z. Bailey, “All the Digital Humanists Are White, All the Nerds Are Men, but Some of Us Are Brave,” *Journal Of Digital Humanities* (Winter 2011);
 - Deb Verhoeven, “Has Anyone Seen a Woman?” Alliance of Digital Humanities Organizations Speech, (2015).
 - Sharon M. Leon, “Complicating a ‘Great Man’ Narrative of Digital History in the United States,” in *Bodies of Information: Intersectional Feminism and the Digital Humanities*, edited by Elizabeth Losh and Jacqueline Wernimont. (Minnesota, 2018).

WEEK SIX **EVALUATING DH SCHOLARSHIP** FEB 18

- <http://www.nines.org/about/scholarship/peer-review/>
- <http://cdrh.unl.edu/articles/promotion>
- <https://www.mla.org/About-Us/Governance/Committees/Committee-Listings/Professional-Issues/Committee-on-Information-Technology/Guidelines-for-Evaluating-Work-in-Digital-Humanities-and-Digital-Media>
- <http://cestastanford.github.io/fellows//whither-digital-humanities/>
- <https://www.historians.org/teaching-and-learning/digital-history-resources/evaluation-of-digital-scholarship-in-history/guidelines-for-the-professional-evaluation-of-digital-scholarship-by-historians>

WEEK SEVEN **SLAVE REVOLT IN JAMAICA** Feb 25

- <http://revolt.axismaps.com/>

WEEK EIGHT **MINING THE DISPATCH** Mar 3

- <http://dsl.richmond.edu/dispatch/pages/home>

WEEK NINE **QUANTIFYING KISSINGER** Mar 10

- <https://blog.quantifyingkissinger.com/>

WEEK TEN **SPRING BREAK – NO CLASS**

WEEK ELEVEN **EXTENDED BREAK – NO CLASS**

WEEK TWELVE **INDEPENDENT WORK** MAR 31

WEEK THIRTEEN **INDEPENDENT WORK** APR 7

WEEK FOURTEEN **INDEPENDENT WORK** APR 14

WEEK FIFTEEN **INDEPENDENT WORK** APR 21

WEEK SIXTEEN **INDEPENDENT WORK** APR 28

FINAL PROJECT AND SELF-ASSESSMENT
DUE TUESDAY, MAY 5 BY 11:59PM TO ELEARNING