History 3816G / Digital Humanities 3902G - Winter 2015
Introduction to Digital History

Tuesday evenings, 6pm - UC-222

Instructor: Devon Elliott
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Office Hours: Tuesdays, 4:00pm - 5:00pm or by appointment
                          Lawson Hall, Room 1208

Course Website: http://devonelliott.net/teaching/h3816g_2015/

Course Description

Digital History refers to the use of computers, computer programs, digital media and other electronic technologies to teach, communicate, simulate, preserve, access, analyze, research, present and publish interpretations of the past. In this course, students learn how to produce and present historical content online; how to find and evaluate digital primary and secondary sources; and how to use computational techniques to work with digital resources. No previous background in the subject is required.

Learning Objectives

- Discover the range of historical sources, both primary and secondary, that are available in digital form
- Learn to utilize sources that are 'born-digital'
- Apply computational tools to the scholarly activities of **discovering**, **annotating**, **comparing**, **referring**, **sampling**, **illustrating** and **representing** (Unsworth)
- Be able to critically engage with the emerging methods of digital history
- Evaluate and determine strategies for historical practice with digital sources and tools

Evaluation and Assignments

Short assignments (4 x 10%)   40%
Essay   25%
Class presentation   10%
Final exam   25%

The short assignments are 2-page reflective reports on technologies that are introduced in class. In each case you will try a tool and write about the things that you liked or did not, about ways that the technology might be used to assist the historian in his or her work, and things that historians should be cautious or critically aware of when using the tool.

The essay assignment is a 2500-word paper on a specific topic using tools that were introduced in class to augment traditional historical research practices. You will use the computational

analysis of sources to support or question claims made about the topic in the scholarly literature. More about this assignment and ways to approach it will be discussed in class.

Tentative Schedule

1. **Discovering: What is Digital History?**
   Jan. 6, 2015
   Technology: DiRT Digital Research Tools Directory
   Readings: Cohen & Rosenzweig, "Intro" and "Exploring"; Unsworth, "Scholarly Primitives"

2. **Discovering: Going Digital**
   Jan. 13, 2015
   Technology: Firefox
   Readings: Turkel, "Going Digital"; Lisa Spiro, "Getting Started"

3. **Discovering: Search and Information Trapping**
   Jan. 20, 2015
   Technology: Advanced Search; RSS feeds and feed readers
   Readings: OEDB, "Research Beyond Google" and "The Ultimate Guide to the Invisible Web"
   **Short Assignment 1 due

4. **Annotating and Referring: Bibliographic Databases**
   Jan. 27, 2015
   Technology: Zotero
   Readings: Zotero Screencast Tutorials

5. **Illustrating: Presenting History on the Web**
   Feb. 3, 2015
   Technology: Blogs and Microblogs; Text Editors; Markup

6. **Comparing: Evaluating Historical Websites**
   Feb. 10, 2015
   Technology: batch downloading sources with wget and curl
   Readings: Rosenzweig, "Scarcity or Abundance"; Cohen & Rosenzweig, "Owning the Past"
   **Short Assignment 2 due

   ***** No class Feb. 17, 2015 — Reading week *****

7. **Sampling: Distant Reading**
   Feb. 24, 2015
   Technology: Google Ngrams

Readings: Michel et al on Culturomics; Grafton, "Loneliness and Freedom"; Zimmer, "Google's Ngram Viewer Goes Wild"

8. **Sampling: Close Reading**
    March 3, 2015
    Technology: Voyant; Google Drive
    Readings: Sinclair and Rockwell, "Practical Guide"

9. **Representing: Processing Archival Photos**
    March 10, 2015
    Technology: Optical Character Recognition
    Readings: Posner, "Batch-Processing"; Underwood, "Challenges"
    **Short Assignment 3 due

10. **Representing: Geographic Information Systems**
    March 17, 2015
    Technology: Google Maps and Google Earth; Neatline
    Readings: Guldi, "What is the Spatial Turn?"; Scholars Lab, "Spatial Humanities Step-by-Step"

11. **Representing: 3D Models**
    March 24, 2015
    Technology: SketchUp; Autodesk 123DCatch
    Readings: Draxler, "3D Models"
    **Final Essay due

12. **Comparing and Sampling: Structured Data**
    March 31, 2015
    Technology: Open Refine
    Readings: Nguyen, ""; Google, "Introducing the Knowledge Graph"
    **Short Assignment 4 due

13. **Representing: From a Web of Pages to a Web of Persons**
    April 7, 2015
    Technology: IBM Many Eyes
    Readings: Healy, "Using Metadata"

Readings

Abelson, Hal, Ken Ledeen & Harry Lewis. *Blown to Bits: Your Life, Liberty, and Happiness after the Digital Explosion*. Upper Saddle River, NJ: Addison-Wesley, 2008.
http://www.bitsbook.com/

Cohen, Daniel J. & Roy Rosenzweig, *Digital History: A Guide to Gathering, Preserving, and Presenting the Past on the Web*. Philadelphia: University of Pennsylvania, 2005.

http://chnm.gmu.edu/digitalhistory/

Draxler, Breanna. "3D Models of Museum Artifacts Virtually Put History at Your Fingertips," *Discover*, November 14, 2013.
http://blogs.discovermagazine.com/d-brief/2013/11/14/3d-models-of-museum-artifacts-virtually-put-history-at-your-fingertips

Google, "Introducing the Knowledge Graph"
http://www.google.ca/insidesearch/features/search/knowledge.html

Grafton, Anthony. "Loneliness and Freedom," *Perspectives on History*, March, 2011.
http://www.historians.org/publications-and-directories/perspectives-on-history/march-2011/loneliness-and-freedom

Guldi, Jo. "What is the Spatial Turn?"
http://spatial.scholarslab.org/spatial-turn/

Healy, Kieran. "Using Metadata to Find Paul Revere," June 9, 2013.
http://kieranhealy.org/blog/archives/2013/06/09/using-metadata-to-find-paul-revere/

Michel et al. "Quantitative Analysis of Culture Using Millions of Digitized Books," *Science*. 14 January 2011: Vol. 331 no. 6014 pp. 176-182.
http://www.sciencemag.org/content/331/6014/176.abstract
(Full article available online via Western Libraries)

Nguyen, Dan. "Chapter 1. Using Google Refine to Clean Messy Data," ProPublica Nerd Blog, December 30, 2010.
http://www.propublica.org/nerds/item/using-google-refine-for-data-cleaning

OEDB, "Search Beyond Google," April 2, 2013.
http://oedb.org/ilibrarian/research-beyond-google/

OEDB, "The Ultimate Guide to the Invisible Web," November 11, 2013.
http://oedb.org/ilibrarian/invisible-web/

Posner, Miriam. "Batch-Processing Photos from Your Archive Trip," March 5, 2011.
http://miriamposner.com/blog/batch-processing-photos-from-your-archive-trip/

Rosenzweig, Roy. "Scarcity or Abundance? Preserving the Past in a Digital Era," June, 2003.
http://chnm.gmu.edu/essays-on-history-new-media/essays/?essayid=6

Scholars' Lab, University of Virginia. "Spatial Humanities Step by Step"
http://spatial.scholarslab.org/stepbystep/

Sinclair, Stéfan and Geoffrey Rockwell, "A Practical Guide to Text Analysis with Voyant Tools"
http://docs.voyant-tools.org/

Spiro, Lisa. "Getting Started in the Digital Humanities," October 14, 2011.
https://digitalscholarship.wordpress.com/2011/10/14/getting-started-in-the-digital-humanities/

Turkel, William J. "Going Digital," March 15, 2011.
http://williamjturkel.net/2011/03/15/going-digital/

Underwood, Ted. "The Challenges of Digital Work on Early 19C Collections," October 7, 2011.
http://tedunderwood.com/2011/10/07/the-challenges-of-digital-work-on-early-19c-collections/

Unsworth, John. "Scholarly Primitives: What Methods Do Humanities Researchers Have in Common, and How Might Our Tools Reflect This?" Humanities Computing, London, May 13, 2000.
http://people.brandeis.edu/~unsworth/Kings.5-00/primitives.html

Zimmer, Ben. "Google's Ngram Viewer Goes Wild," *The Atlantic,* October 17, 2013.
http://www.theatlantic.com/technology/archive/2013/10/googles-ngram-viewer-goes-wild/280601/

Zotero Screencast Tutorials
https://www.zotero.org/support/screencast_tutorials

Technologies

Autodesk 123DCatch
http://www.123dapp.com/catch

DiRT Digital Research Tools Directory
http://dirtdirectory.org/

Firefox
https://www.mozilla.org/en-US/firefox/new/

Google Earth
http://www.google.com/earth/

Google Maps
https://www.google.com/maps

Google Ngrams
https://books.google.com/ngrams

IBM Many Eyes

http://www-969.ibm.com/software/analytics/manyeyes/

Neatline
http://neatline.org/

Open Refine
http://openrefine.org/

SketchUp
http://www.sketchup.com/

Voyant
http://voyant-tools.org/

Zotero
https://www.zotero.org/

ADDITIONAL STATEMENTS

Prerequisites and Antirequisites:

Unless you have either the requisites for this course, as described in the Academic Calendar description of the course, or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites. The Academic Calendar description of each course also indicates which classes are considered antirequisites, i.e., to cover such similar material that students are not permitted to receive academic credit for both courses.

Academic Offences:

Scholastic Offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitute a Scholastic Offence, at the following Web site:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/
scholastic_discipline_undergrad.pdf

Plagiarism:

Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offense (see Scholastic Offence Policy in the Western Academic Calendar). All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (http://www.turnitin.com).

The following rules pertain to the acknowledgements necessary in academic papers.

A. In using another writer's words, you must both place the words in quotation marks and acknowledge that the words are those of another writer.

You are plagiarizing if you use a sequence of words, a sentence or a paragraph taken from

other writers without acknowledging them to be theirs. Acknowledgement is indicated either by (1) mentioning the author and work from which the words are borrowed in the text of your paper; or by (2) placing a footnote number at the end of the quotation in your text, and including a correspondingly numbered footnote at the bottom of the page (or in a separate reference section at the end of your essay). This footnote should indicate author, title of the work, place and date of Publication and page number. Method (2) given above is usually preferable for academic essays because it provides the reader with more information about your sources and leaves your text uncluttered with parenthetical and tangential references. In either case words taken from another author must be enclosed in quotation marks or set off from your text by single spacing and indentation in such a way that they cannot be mistaken for your own words. Note that you cannot avoid indicating quotation simply by changing a word or phrase in a sentence or paragraph which is not your own.

B. In adopting other writer's ideas, you must acknowledge that they are theirs.

You are plagiarizing if you adopt, summarize, or paraphrase other writers' trains of argument, ideas or sequences of ideas without acknowledging their authorship according to the method of acknowledgement given in 'At above. Since the words are your own, they need not be enclosed in quotation marks. Be certain, however, that the words you use are entirely your own; where you must use words or phrases from your source; these should be enclosed in quotation marks, as in 'A' above.

Clearly, it is possible for you to formulate arguments or ideas independently of another writer who has expounded the same ideas, and whom you have not read. Where you got your ideas is the important consideration here. Do not be afraid to present an argument or idea without acknowledgement to another writer, if you have arrived at it entirely independently. Acknowledge it if you have derived it from a source outside your own thinking on the subject.

In short, use of acknowledgements and, when necessary, quotation marks is necessary to distinguish clearly between what is yours and what is not. Since the rules have been explained to you, if you fail to make this distinction, your instructor very likely will do so for you, and they will be forced to regard your omission as intentional literary theft. Plagiarism is a serious offence which may result in a student's receiving an 'F' in a course or, in extreme cases, in their suspension from the University.

Medical Issues:

The University recognizes that a student's ability to meet his/her academic responsibilities may, on occasion, be impaired by medical illness. Please go to

https://studentservices.uwo.ca/secure/medical_accommodations_link_for_OOR.pdf

to read about the University's policy on medical accommodation. This site provides links the necessary forms. In the event of illness, you should contact Academic Counselling as soon as possible. The AcademicCounsellors will determine, in consultation with the student, whether or not accommodation should be requested. They will subsequently contact the instructors in the relevant courses about the accommodation. Once the instructor has made a decision about whether to grant an accommodation, the student should contact his/her instructors to determine a new due date for tests, assignments, and exams.

SUPPORT SERVICES:

Students who are in emotional/mental distress should refer to Mental Health@Western,

http://www.uwo.ca/uwocom/mentalhealth/

for a complete list of options about how to obtain help.

Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you. You may also wish to contact Services for Students with Disabilities (SSD) at 661-2111 x 82147 for any specific question regarding an accommodation.

If you have any further questions or concerns please contact, Rebecca Dashford, Undergraduate Program Advisor, Department of History, 519-661-2111 x84962 or rdashfo@uwo.ca