



ENGL 3161 Composite Aesthetics: Race as Technology
Eunsong Kim
Preparing for the DITI Session on Computational Text Analysis

For the DITI session on Computational Text Analysis you will need an electronic device (laptop, desktop computer, or tablet) with internet access and a pre-installed plain-text editing software. Default text editors like TextEdit (Mac), Notepad / Notepad++ (Windows) are great.

DITI Session Agenda

- Define computational text analysis
- Follow along in a demonstration of web-based text analysis tools by DITI Fellows
 - Lexos: <http://lexos.wheatoncollege.edu/upload>
 - Voyant: <https://voyant-tools.org/>
 - Word Counter: <https://databasic.io/en/wordcounter/>
 - Word Tree: <https://www.jasondavies.com/wordtree/>
- Experiment with text analysis tools on your own

Student Learning Objectives

- Understand best practices for collecting and storing textual data when performing basic computational text analysis
- Understand how web-based computational text analysis programs work, such as in their behind-the-scenes data preparation
- Understand how to interpret the results from your text analysis

Before the DITI Session

1. Read: selected chapters of *Dark Matters* chosen by Dr. Eunsong Kim.
 - **Our Sample Text:**
Data, *Dark Matters : On the Surveillance of Blackness*, Duke University Press, 2015.
ProQuest Ebook Central,
<https://ebookcentral.proquest.com/lib/northeastern-ebooks/detail.action?docID=2194890>.
2. Download: [browne corpus file](#) (also available on Github). Save a copy of this file on your computer in an easily accessible location.
 - The DITI team has provided the .txt files you will use during this session. The .txt files have already been cleaned for your convenience.
3. Brainstorm:
 - Consider the following:
 - i. What are the **main ideas** in Browne's writing?

Find the slides and materials for the session at: <http://bit.ly/diti-fall2021-kim-textanalysis>

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- ii. What are some **key terms** that appear frequently or appear to have special significance for Browne's argument?
 - iii. *About who/what is Browne writing? For whom/what purpose is she writing?*

Please note: you do not need to review the slide deck ahead of the DITI teaching session nor do DITI Fellows expect students to have any prior knowledge of text analysis tools.

If you are curious, you may find it interesting or useful to browse any of the handouts [provided on GitHub](#). These contain more specific information about the browser-based GUI (Graphical User Interface) text analysis tools we will demo during the session, as well as broad overviews of other GUI options.