**HIST 326: Digital History (3 units)**

**Tuesday/Thursday 11 AM–12:15 PM, George Eastman Hall (EAS)-3355, Spring 2022**

Rochester Institute of Technology

A picture containing text, indoor

Description automatically generated

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**Instructor**: Daniel Gorman Jr. (he/his/him)

History PhD Candidate, University of Rochester, [djggla@rit.edu](mailto:djggla@rit.edu)

Virtual Office Hours: Wednesdays 10–11:30, <https://rit.zoom.us/j/97152912810>.

Additional office hours by appointment.

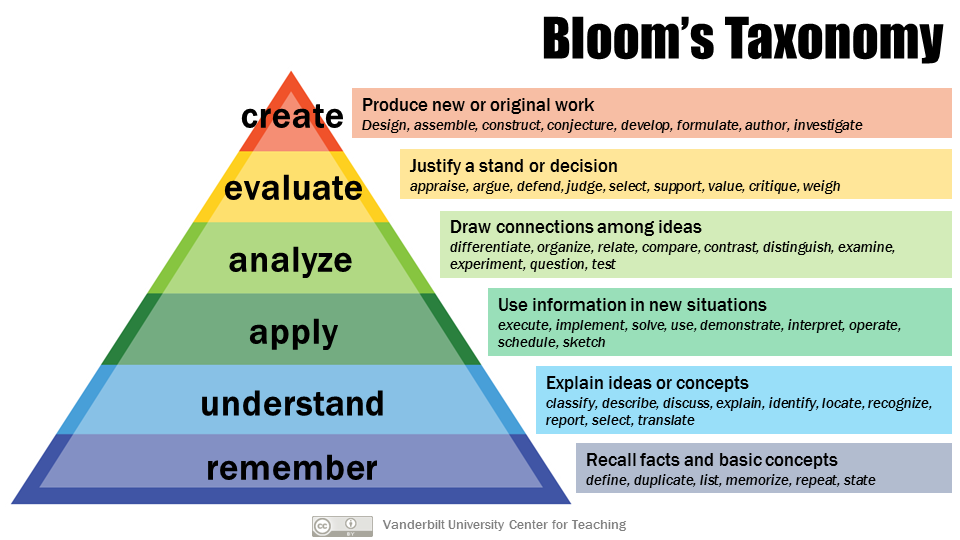
Course Librarians: Rebekah Walker, [rgwtwc@rit.edu](mailto:rgwtwc@rit.edu), and Cami Goldowitz, [cggwml@rit.edu](mailto:cggwml@rit.edu)

This course is an introduction to the theory, methods, and applications of digital history. Digital history is **the use of computer, audiovisual, and mobile device technology to produce and share knowledge of the past**. The course has three primary components. The first component is learning about **the** **development of digital history**, key concepts and practices, and questions of diversity, equity, and inclusion in digital projects. The second component is **technology demonstrations**, showing how digital technologies can be used for history research and education. The third component is a **practicum in digital history**. Our focus is preserving local religious history. We will build a web exhibit about the Hill Cumorah Pageant, an annual theatrical production that the Church of Jesus Christ of Latter-day Saints hosted outside of Rochester from 1937 to 2019. To do so, we will collaborate with community stakeholders and learn about Rocheter’s connections to Joseph Smith and the Mormon tradition. The project will be hosted online at <https://cumorahlegacy.omeka.net/>.

By the end of this class, students will:

* Have a working knowledge of the theories, methods, and best practices of digital history.
* Contribute to a public-facing digital history project.
* Learn about project management and community engagement.
* Have a greater understanding of Western New York’s religious history.

**What are your goals for the course? Write them here.**

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*Source: Vanderbilt University Center for Teaching, acc. Apr. 30, 2018,* [*https://www.flickr.com/photos/vandycft/29428436431*](https://www.flickr.com/photos/vandycft/29428436431)*,* [*CC-BY-2.0*](https://creativecommons.org/licenses/by/2.0/).

**Course Format and Technical Requirements**

This course is a seminar. I will give lectures, but much of class will consist of discussions, tech demonstrations, and collaborative work on projects. An Internet-enabled computer or tablet is required for this course. It is your responsibility to stay focused and not get distracted online! Please do not use your cell phone in class unless you are instructed to do so or if you use your phone for an accessibility accommodation.

During this course, you will submit written assignments through MyCourses. Two digital history assignments, which I discuss below, will be submitted through Omeka and RIT’s Google Drive. Your digital history projects will ultimately go on the publicly available website <https://cumorahlegacy.omeka.net/> and remain there after the course ends. **If you do not wish to make your projects public, please let me know via email by Tuesday, February 8**.

In the event of a University-wide emergency (e.g., a pandemic closure, a weather disaster, or other crisis), course requirements, classes, deadlines and grading schemes are subject to change. Course changes may include alternative delivery methods, alternative methods of interaction with the instructor and/or classmates, new course materials, a revised attendance policy, a revised semester calendar, and/or an adjusted grading scheme.

Any emergency updates to the course, including COVID-19 updates, will be shared by email and posted on MyCourses.

**Intellectual Honesty**

As an institution of higher learning, RIT expects students to behave honestly and ethically at all times, especially when submitting work for evaluation in conjunction with any course or degree requirement. The Department of History encourages all students to be familiar with the RIT Honor Code (<https://www.rit.edu/academicaffairs/policiesmanual/p030>) and the RIT Student Academic Integrity Policy (<https://www.rit.edu/academicaffairs/policiesmanual/d080>).

You are encouraged to discuss course readings with other students, and you’ll work on collaborative projects. **Papers and reports, however, must be written independently**. Unacceptable actions include plagiarism (copying others’ words and/or failing to cite all of your sources), submitting past assignments, and the falsification of data.

Certain materials used in this course are protected by copyright and may not be copied or distributed by students. You can find more information at <http://www.rit.edu/academicaffairs/policiesmanual/sectionC/C3_2.html>. When sharing copyrighted content on the Internet with your classmates, please make sure that you link to a legal source. Repeated access to illegal sources may cause you or your classmates to receive warnings through the Copyright Alert System as well as possible downgrades in Internet service.

To gain appropriate help for your papers, I encourage you to consult the University Writing Program.

**Accommodation Statement**

RIT is committed to providing academic adjustments to students with disabilities. If you would like to request academic adjustments such as testing modifications due to a disability, please contact the Disability Services Office. Contact information for the DSO and information about how to request adjustments can be found at [www.rit.edu/dso](http://www.rit.edu/dso). After you receive academic adjustment approval, it is imperative that you contact me as early as possible so that we can work out whatever arrangement is necessary.

The Disability Services Office is located in Student Alumni Union 1150, can be contacted by telephone at 585-475-2023, can be contacted by email at [dso@rit.edu](mailto:dso@rit.edu), and offers further information at <https://www.rit.edu/disabilityservices/who-we-support>. The director of Disability Services is Catherine Lewis ([cbldso@rit.edu](mailto:cbldso@rit.edu)). The Test Center coordinator is Alyson Jones ([aljldc@rit.edu](mailto:aljldc@rit.edu)). The assistant director is Shelley Zoeke ([slzdso@rit.edu](mailto:slzdso@rit.edu)).

Religious Holidays: Should you have a religious observance during the semester, please notify me and we can make arrangements for you to make up any missed work.

**Safe Space Policy, Title IX Policy, and Student Resources**

I believe in the importance of campus safe zones, where students feel free to ask any question on their minds, and where they feel respected, valued, and welcomed. You are invited to share the name you want to be called and the pronouns you want others to use. When we discuss controversial topics in class, I will give you advance warning of sensitive material. **I will not accept discrimination of any form in my classroom.**

Title IX violations are taken very seriously at RIT. RIT is committed to investigating complaints of sexual discrimination, sexual harassment, sexual assault, and other sexual misconduct, and to ensuring that appropriate action is taken to stop the behavior, prevent its recurrence, and remedy its effects. Please view the Title IX Rights & Resources (<https://www.rit.edu/fa/compliance/title-ix>) at RIT.

This course participates in the RIT Starfish academic alert system, which is designed to promote student success through communication between students, instructors, and advisors. When I am concerned about a student’s academic performance, I may raise an academic alert to notify the student as well as their advisor(s). If you receive an academic alert email, it is your responsibility to contact me ASAP to discuss the issue and identify resources to help move you forward. For more information about the Starfish system, visit [www.rit.edu/starfish](http://www.rit.edu/starfish).

Academic stress is an unavoidable part of the college experience, and it can be compounded by unexpected setbacks, life changes, or other events outside the classroom. **Please take care of yourself throughout the term**. If you have a personal issue pressing upon you, I am available to connect you to relevant campus resources. I am not a confidential resource, but I can help you connect with a confidential resource. I also encourage you to speak with your academic advisor. Additionally, to help you navigate any issues that may arise, the following resources are available to RIT students:

* Academic Success Center: <https://www.rit.edu/academicsuccesscenter/>.
* Access Services: <https://www.rit.edu/ntid/das>.
* COVID-19 Resources—RIT Ready: <https://www.rit.edu/ready/>.
* Counseling and Psychological Services: <https://www.rit.edu/counseling/get-support>.
* Deaf and Hard-of-Hearing Student Support: <https://www.rit.edu/ntid/support-services/other-colleges>.
* Disability Services Office: <https://www.rit.edu/disabilityservices/>.
* Diversity and Inclusion Resources: <https://www.rit.edu/diversity/>.
* Process for Emergency Closing (weather, etc.): <https://finweb.rit.edu/grms/close_university_process.html>.
* Emergency Preparedness: <http://finweb.rit.edu/publicsafety/preparedness/>.
* FoodShare: <https://campusgroups.rit.edu/foodshare/rit-foodshare-pre-packaged-grocery-bag-request-program/>.
* Future Stewards Program: <https://www.rit.edu/diversity/futurestewards>.
* Information & Technology Services: <https://www.rit.edu/its/>. Help line: 585-475-5000.
* Libraries: <http://library.rit.edu/>.
* Multicultural Center for Academic Success: <https://www.rit.edu/diversity/multicultural-center-academic-success-mcas>.
* MyCourses Support: <https://www.rit.edu/academicaffairs/tls/course-delivery/academic-technology/mycourses>, <https://www.rit.edu/academicaffairs/tls/quick-help>.
* Ombuds Office: <https://www.rit.edu/ombuds/>.
* Policy Prohibiting Discrimination, Harassment, and Retaliation: <https://www.rit.edu/academicaffairs/policiesmanual/c060>.
* Public Safety: <https://www.rit.edu/fa/publicsafety/>.
* The Q Center (LGBTQ student support): <https://campusgroups.rit.edu/qcenter/home/>.
* *Report an Incident* (COVID Protocol Violations, Concerns about a Student, Crime or Policy Violation, Title IX Concern, Ethics and Compliance, *or* Biased-Related Incident): <https://www.rit.edu/reporting-incident>.
  + Direct Link for Ethics and Compliance Reporting: <https://secure.ethicspoint.com/domain/media/en/gui/11003/index.html>.
  + Direct Link for Title IX Sexual Harassment, Discrimination and Sexual Misconduct Reporting: <https://cm.maxient.com/reportingform.php?RochesterInstofTech&layout_id=25>.
* Spirituality & Religious Life: <https://www.rit.edu/studentaffairs/religion/>.
* Student Health Center: <https://www.rit.edu/studenthealth/>.
* Teaching & Learning Services: <https://www.rit.edu/academicaffairs/tls/>. Email: [tlsupport@rit.edu](mailto:tlsupport@rit.edu). Help Line: 585-438-5219.
* Title IX Rights & Resources: <https://www.rit.edu/fa/compliance/title-ix>.
* University Writing Program: <https://www.rit.edu/writing/>.
* Zoom Support: <https://rit.zoom.us/>.

**Course Assignments and Grading**

We have one textbook for this course that is available in the RIT Barnes & Noble: **Matthew Bowman, *The Mormon People: The Making of an American Faith*. New York: Random House, 2012, ISBN: 9780812983364**. It is also available as an e-book from Wallace Library. All other homework readings will be available through MyCourses or freely available on the Internet.

If you want to learn more about digital humanities technology, I recommend the free resources available from *The Programming Historian* (<https://programminghistorian.org/en/lessons/>) and DARIAH (<https://teach.dariah.eu/>). Relevant courses are available through LinkedIn Learning, Coursera, EdX, Udemy, StackSkills, and Library Juice Academy. RIT has a LinkedIn Learning subscription (<https://infoguides.rit.edu/linkedinlearning>). You often must pay for the other sites’ content.

Assignments:

* All assignments, including participation, will be graded on a 100-point scale.
* All written assignments will be submitted via MyCourses.
* Digital projects will be submitted through Omeka and Google Drive (see details below).
* We are living through a global pandemic. We’ve been through a lot in the past two years. Every student has the right to **one absence, no explanation required**, AND **one day off from doing the homework, no explanation required**.
* Late assignments will lose 1/3 of a letter grade for *each day* that they are not submitted. **This means that you technically have a 24-hour grace period to submit all assignments without losing points**. If you need more time because of pandemic-related problems, let me know, and I will support extensions when possible. (It gets challenging near the end of the semester.)
* If you use your absence/no-homework privilege on the day that an assignment is due, then your assignment will be due at the same time on the next day.
* With the exception of medical leave scenarios, **you will not pass the course with five or more absences**.

(1) **Digital history report (10% of semester grade)**: You will write a 750-word report about a history website or podcast that you will select from a pre-circulated list.

(2) ***Oregon Trail* response paper (10% of semester grade)**: This short assignment will ask you to play the classic video game and write a 750-word reflection about the experience.

(3) **Omeka item cataloguing project (10% of semester grade)**: Using a smartphone camera or a digital camera, you will produce digital images of a primary source/artifact related to the Hill Cumorah Pageant. You will upload your object as an “item” in Omeka and provide metadata and a description for it.

(4) **Oral history project (35% of semester grade)**: Working in pairs (or trios, if necessary), you will interview a past participant in the Hill Cumorah Pageant. The project will consist of three parts:

* (A) An initial **list of questions** for your interview subject that you submit to me for review, worth 10% of your semester grade.
* (B) An **audio recording** of the interview, saved in MP3, M4A/AAC, or WAV format, worth 15% of your semester grade.
* (C) A **transcript** of the interview, saved in .docx format, worth 10% of your semester grade.

Note: Both students in each pair will receive the same grade—unless it comes to my attention that one person did not contribute. In that case, the student who did the work will receive the grade, and the other student will receive an automatic failing grade on the project.

(5) **“Behind the scenes” paper reflecting on your scanning and oral history projects (10% of semester grade)**: This 1,000-word paper is intended to be a reflection on your scanning and oral history projects. Describe your experience of working on these projects. What technologies (hardware and software) did you use? Did you encounter any technical problems? What, if anything, would you do differently on a future digital history project? Finally, what did you learn about producing historical materials for the general public?

(6) **Three textbook quizzes (15% of final grade, or 5% each)**: You will complete these open-book quizzes via MyCourses outside of class.

(7) **Class participation (10% of final grade)**: As this course is a seminar, participation is essential. Your participation grade will be based on regular class attendance, active participation in discussions, and your contributions to in-class projects and activities.

If you quote or paraphrase material from a website, video, course reading, or other source in your writing assignments, you must cite it with footnotes or endnotes and a “Works Cited” section, following the Chicago Manual of Style, 17th edition. The Chicago Manual is accessible via the RIT Libraries catalog: <https://albert.rit.edu/record=b2778109~S3>.

I use the following grade scheme:

**A**: 93–100%. **A-**: 90–92.99%. **B+**: 87–89.99%. **B**: 83–86.99%. **B-**: 80–82.99%. **C+**: 77–79.99%. **C**: 73–76.99%. **C-**: 70–72.99%. **D**: 65–69.99%. **F**: Failure (64.99% or below).

**About Collaboration**: Working on a team-based, collaborative project may be a change from history classes you took previously. Group work can be stressful at times. If you are unclear about your role in the group or worry that you are being asked to do too much, please see me immediately.

**Calendar of Classes and Assignments**

**Week 1: Course Introduction**

**Tuesday, January 11: Welcome to HIST 326**

* Opening conversation about digital history.
* Watch in class: Primers on the Hill Cumorah Project:
  + News 8 WROC, “Hill Cumorah Pageant in Palmyra to end in 2020,” Oct. 28, 2018, <https://www.youtube.com/watch?v=mKk3G463Aq4>.
  + Curtis Whitear and Radiowest, “A Mormon Pageant: The Hill Cumorah,” uploaded Feb. 29, 2019, <https://www.youtube.com/watch?v=KNrFov_3L2s>.
* Syllabus review.

**Thursday, January 13: The History of Digital History**

Read before class:

* Susan Hockey, “The History of Humanities Computing,” *A Companion to Digital Humanities* (Oxford: Blackwell, 2004), <http://www.digitalhumanities.org/companion/view?docId=blackwell/9781405103213/9781405103213.xml&chunk.id=ss1-2-1>. Approx. 10 pages.
* Douglas Seefeldt and William G. Thomas, III, “What is Digital History? A Look at Some Exemplar Projects,” Faculty Publications, Paper 98, Univ. of Nebraska Lincoln, 2009, <https://digitalcommons.unl.edu/historyfacpub/98/>. 8 pages.

In class: We’ll look at some early digital history projects (and some throwback links for fun):

* Father Busa and the *Index Thomisticus*: <https://www.corpusthomisticum.org/it/index.age>.
* *Women Writers Project*: <https://www.wwp.northeastern.edu/>.
* *Rosetti Archive*: <http://www.rossettiarchive.org/>.
* *The William Blake Archive*: <http://www.blakearchive.org/>.
* Original *Space Jam* website (1996): <https://www.spacejam.com/1996/>.
* Library of Congress *American Memory*: <https://memory.loc.gov/ammem/index.html>. To show the old interface, I may use archived pages from the Internet Archive.
* *Valley of the Shadow Project*: <https://valley.lib.virginia.edu/>.
* Steven Mintz’s *Digital History* (U.S. history) site: <http://www.digitalhistory.uh.edu/>.
* “Snowfall,” *New York Times*, 2012: <https://www.nytimes.com/projects/2012/snow-fall/index.html#/?part=tunnel-creek>.

**Week 2: Digital Projects and Mormon History**

**Monday, January 17, 2022**: Martin Luther King Jr. Day. There is no class today, but I encourage you to attend the campus-wide celebration!

**Tuesday, January 18: Approaches to Digital History**

Read before class:

* Roy Rosenzweig and Daniel J. Cohen, *Digital History* (2006), “Exploring the History Web,” <https://chnm.gmu.edu/digitalhistory/exploring/>. Approx. 27 pages.
* Stephen Robertson, “The Differences between Digital Humanities and Digital History,” *Debates in the Digital Humanities 2016*, <https://dhdebates.gc.cuny.edu/read/untitled/section/ed4a1145-7044-42e9-a898-5ff8691b6628#ch25>. 8 pages.

In class:

* “Best Practices for Digital Humanities Projects,” University of Nebraska Lincoln: <https://cdrh.unl.edu/articles/best_practices>.
* Discussion about history podcasts.
* Untranscribed podcasts:
  + *Ben Franklin’s World*: <https://benfranklinsworld.com/episode-transcriptions/>.
* Transcribed podcasts:
  + *In Geveb*: <https://ingeveb.org/tags/podcast>.
  + *The Religious Studies Project*: <https://www.religiousstudiesproject.com/>.
  + *Sawbones*: <https://maximumfun.org/podcasts/sawbones/?_post-type=transcript>.
  + StoryCorps introduction video by David Isay, YouTube, Sept. 15, 2015: <https://youtu.be/KGCD1XR0WPk>.

**Thursday, January 20: Introduction to Mormon History**

Read before class:

* Matthew Bowman, *The Mormon People* (2012), Introduction and Chapters 1–3. 102 pages total.

**Complete before class begins:**

* MyCourses quiz on *The Mormon People*, Chapters 1–3.

In class:

* Discussion of Rochester’s Mormon history and our study of the Hill Cumorah Pageant.
* “Timeline: Prominent Religious Events and People in American History,” Association of Religion Data Archives (ARDA), <https://www.thearda.com/timeline/tlRank1to2.asp>.
* LDS Church’s *Church History* website: <https://history.churchofjesuschrist.org/>.
* Dale Broadhurst, *Uncle Dale’s Readings in Early Mormon History*: [www.sidneyrigdon.com/dbroadhu/artindex.htm](http://www.sidneyrigdon.com/dbroadhu/artindex.htm).

**Week 3: Diversity, Equity, and Inclusion in Digital History**

**Tuesday, January 25: Gender and Race in Digital Humanities Projects**

Read **two** of these articles before class:

* Kimberly Christen, “Does Information Really Want to be Free? Indigenous Knowledge Systems and the Question of Openness,” *International Journal of Communications* 6 (2012): 2870–93, <https://ijoc.org/index.php/ijoc/article/view/1618/828>.
* Catherine D’Ignazio and Lauren F. Klein, *Data Feminism* (MIT Press, 2020), Chapter 2, “Collect, Analyze, Imagine, Teach,” <https://data-feminism.mitpress.mit.edu/pub/ei7cogfn/release/2>. Approx. 38 pages.
* Melissa Dinsman, “The Digital in the Humanities: An Interview with Jessica Marie Johnson,” *LA Review of Books*, July 23, 2016, <https://lareviewofbooks.org/article/digital-humanities-interview-jessica-marie-johnson/>. Approx. 15 pages.

In class: Projects and Platforms:

* “Black Digital Humanities Projects & Resources” (index): [bit.ly/Black-DH-List](http://bit.ly/Black-DH-List).
* *Colored Conventions Project*: <https://coloredconventions.org/>.
* *Click! The Ongoing Feminist Revolution*: <https://www.cliohistory.org/click/>.
* Digital Library of the Caribbean: <https://www.dloc.com/>.
* Mukurtu: <https://mukurtu.org/>.
* Mukurtu Examples:
  + Huna Heritage Digital Archives: <http://archives.hunaheritage.org/>.
  + Plateau Peoples’ Web Portal, “Statement of Commitment”: <https://plateauportal.libraries.wsu.edu/about>.
  + Passamaquoddy People: <https://passamaquoddypeople.com>.
* *The Quilt Index*: <https://quiltindex.org/>.
* Script Encoding Initiative: <https://linguistics.berkeley.edu/sei/>.
* *South Asian American Digital Archive*: <https://www.saada.org>.
* Traditional Knowledge Labels: <https://localcontexts.org/labels/traditional-knowledge-labels/>.
* *The Willa Cather Archive*: <https://cather.unl.edu/>.

**Thursday, January 27: Mormon History Part II**

Read before class:

* Bowman, *The Mormon People*, Chapters 4–6, pages 96–183.

**Complete before class begins:**

* MyCourses quiz on *The Mormon People*, Chapters 4–6.

In class:

* Class visit by Brighton, NY, LDS Bishop Brian Surprenant.
* Discussion of Mormon history.

**Week 4: Project Management**

**Tuesday, February 1: Thinking about Project Management**

Read before class:

* Miriam Posner, “How Did They Make That?” August 29, 2013, <http://miriamposner.com/blog/how-did-they-make-that/>. Approx. 9 pages.
* Mary Rizzo, “Every tool is a weapon: Why the digital humanities movement needs public history,” 2012, <https://ncph.org/history-at-work/every-tool-is-a-weapon/>. 3 pages.
* “Agile Project Management: A Comprehensive Guide” (Kanbanize): <https://kanbanize.com/agile/project-management>. Approx. 14 pages.
* **Skim**: *Project Management for the Digital Humanities* (Emory Center for Digital Scholarship):<https://scholarblogs.emory.edu/pm4dh/>.

In class:

* “Digital Humanities and the Seward Family Digital Archive” (University of Rochester YouTube channel): <https://www.youtube.com/watch?v=YNs2jhuPspw>.
* *The History Harvest*: <https://historyharvest.unl.edu/about>.
* Seward Project, “Building a Digital Collection”: <https://www.youtube.com/watch?v=VgYyqhcjNV8>.

**Thursday, February 3: Content Management Systems / Introduction to Omeka**

Read before class:

* Review the website for the Omeka app: <https://omeka.org/>.
* National Council on Public History Code of Ethics and Professional Conduct: <https://ncph.org/about/governance-committees/code-of-ethics-and-professional-conduct/>. Approx. 4 pages.

In class:

* Omeka workshop with Rebekah Walker.
* Creating Metadata with the Dublin Core Metadata Initiative: <https://dublincore.org/resources/userguide/creating_metadata/>.

**Week 5: Starting the Hill Cumorah Legacy Project**

**Tuesday, February 8: Mormon History Wrap-Up / Turning to the Hill Cumorah Pageant**

Read before class:

* Watch the official recording of the Hill Cumorah Pageant: <https://www.churchofjesuschrist.org/media/video/2021-06-1000-hill-cumorah-pageant?lang=eng>.
* Bowman, *The Mormon People*, Chapters 7–8 and Conclusion, pages 184–262.
* Megan Sanborn Jones, *Contemporary Mormon Pageantry: Seeking after the Dead* (2018), Chapter 1, “The Past is Never Dead.” Posted in MyCourses.

**Complete before class begins:**

* MyCourses quiz on *The Mormon People*, Chapters 7–Conclusion.

In class:

* Visit by former Pageant director Jerry Argetsinger.
* Discussion of the Hill Cumorah Pageant’s history and operations.

**Thursday, February 10: Introduction to Oral History**

Read before class in this recommended order:

* “Introduction to Oral History,” Baylor University Institute for Oral History: <https://www.baylor.edu/content/services/document.php/43912.pdf>. 21 pages.
* “Oral History Association Statement on Ethics”: <https://www.oralhistory.org/oha-statement-on-ethics/>. 3 pages.
* “Archiving Oral History”: <https://www.oralhistory.org/archives-principles-and-best-practices-overview/>. 4 pages.

In class:

* Discussion of oral history concepts and methods.
* Assigning interview subjects for the Hill Cumorah Legacy Project.
* Atomic Heritage Foundation’s Voices of the Manhattan Project: <https://www.manhattanprojectvoices.org>.
* Studs Terkel Radio Archive: <https://studsterkel.wfmt.com>.
* University of Kentucky Louie B. Nunn Center for Oral History: <https://libraries.uky.edu/libpage.php?lweb_id=11&llib_id=13>.

**Week 6: Oral History / Virtual Reality**

**Tuesday, February 15: Drafting Oral History Questions**

Read before class:

* “Best Practices”: <https://www.oralhistory.org/best-practices/>. 4 pages.
* “For Participants in Oral History Interviews”: <https://www.oralhistory.org/for-participants-in-oral-history-interviews/>. 3 pages.

In class:

* Review of how to conduct oral history interviews.
* Working in pairs, you will prepare questions for the person you will interview.

**Thursday, February 17: 3D Models and History**

Read before class:

* Bob Marcotte, “How do you bring a castle home with you?” University of Rochester Newscenter, Dec. 3, 2019, <https://www.rochester.edu/newscenter/virtual-tour-elmina-castle-409602/>. 5 pages.
* Sifan Ye, Michael Jarvis, Ting Wu, and Yuhao Zhu, “Digital Reconstruction of Elmina Castle for Mobile Virtual Reality via Point-based Detail Transfer,” preprint, 2020–21, <https://arxiv.org/pdf/2012.10739.pdf>. 9 pages.

**Due by the start of class (11 AM ET): Your group’s list of oral history questions.**

* Please submit your list of oral history questions as a Word, plain text, or Pages file via MyCourses.

In class:

* *Chronoleap*: <https://chronopoints.eecs.ucf.edu/portfolio_page/chronoleap/>.
* *Digital Elmina*: <https://digitalelmina.org/>.
* *Digital Karnark*: <https://humtech.ucla.edu/project/digital-karnak/>.
* *Paris 3D*: <https://www.3ds.com/stories/paris-3d/>.
* *Resurrect 3D*: <https://www.library.rochester.edu/spaces/studio-x/resources/resurrect3d>.
* *Rome Reborn*: <https://www.romereborn.org/>.
* *The Zamani Project*: <https://zamaniproject.org/data-types.html>.

**Week 7: Project Development**

**Tuesday, February 22: Workshop: Imaging Objects from the Hill Cumorah Pageant**

Read before class:

* None. Work on your digital history report.

**Due by the start of class (11 AM ET): Digital history report.**

In class:

* Visit by Jerry Argetsinger.
* We will scan and photograph artifacts and primary sources, courtesy of the Jerry and Gail Argetsinger Collection, for the Hill Cumorah Project.

Scanning apps that offer alternatives to a basic cell phone camera:

* PhotoScan by Google: <https://www.google.com/photos/scan/>.
* iPhone scanning apps: Prizmo (<https://creaceed.com/iprizmo>), Scanner Pro (<https://readdle.com/scannerpro>), and Genius Scan (<https://apps.apple.com/us/app/genius-scan-pdf-scanner/id377672876>).
* Android scanning app: CamScanner (<https://play.google.com/store/apps/details?id=com.intsig.camscanner>).

**Thursday, February 24: Introduction to Metadata and Library Science**

Read before class:

* Denise D. Meringolo, “Civic Engagement,” *The Inclusive Historian’s Handbook*, May 23, 2019, <https://inclusivehistorian.com/civic-engagement/>. Approx. 6 pages.
* Rosenzweig and Cohen, *Digital History*, “Owning the Past?” <https://chnm.gmu.edu/digitalhistory/copyright/>. Approx. 38 pages.

In class:

* Creative Commons Licenses: <https://creativecommons.org/>.
* AV Preserve “Cost of Inaction Calculator”: <https://coi.weareavp.com/>.
* CESSDA SaW Archive Development Canvas: <https://zenodo.org/record/3662469>.
* Digitization Cost Calculator: <https://dashboard.diglib.org/>.
* The Internet Archive: <https://archive.org>.
* Clips from “Internet Archive 25th Anniversary,” YouTube livestream, Oct. 21, 2021: <https://youtu.be/pzMlOtrhEwc>.
* Permanent.org: <https://www.permanent.org/>.

**Week 8: Maps and Consoles**

**Tuesday, March 1: Digital Maps and Geographic Information Systems**

Read before class:

* Stephen Robertson, “Putting Harlem on the Map,” *Writing History in the Digital Age* (2013),<https://quod.lib.umich.edu/d/dh/12230987.0001.001/1:8/--writing-history-in-the-digital-age?g=dculture;rgn=div1;view=fulltext;xc=1#8.2>. Approx. 9 pages.
* Explore any **two** of the following spatial history sites:
  + Curatescape Projects: <https://curatescape.org/projects/>.
  + HyperCities: <http://www.hypercities.com/>.
  + *PhilaPlace*:<http://www.philaplace.org/>.
  + Philly History: <https://www.phillyhistory.org/PhotoArchive/Home.aspx>.
  + Social Explorer: <https://www.socialexplorer.com/>.
  + *Spatial History Project*: <https://web.stanford.edu/group/spatialhistory/cgi-bin/site/index.php>.

In class:

* ArcGIS Workshop with Blair Tinker from the University of Rochester.

**Thursday, March 3: Video Games and History**

Read before class:

* James Paul Gee, *What Video Games Have to Teach Us About Learning and Literacy*, 2nd ed.(New York: Palgrave Macmillan, 2007), Chapter 2, 13–50. Posted in MyCourses.
* Jane McGonigal, *Reality is Broken: Why Games Make Us Better and How They Can Change the World* (New York: Penguin, 2011), Introduction, 1–15. Posted in MyCourses.

**Due by the start of class (11 AM ET):**

* Complete your “Omeka” item in the administrative portal of the Hill Cumorah Legacy Project website.
  + Upload images of your artifact/primary source.
  + Provide Dublin Core Metadata, including a description of your artifact.

In class:

* Visit to the Magic Center with MAGIC Hub Coordinator Robert Mostyn.
* *Mission US*: <https://www.mission-us.org/>.
* *Never Alone*: <http://neveralonegame.com/>.
* *Play the Past*: <http://www.playthepast.org/>.

**Week 9, March 6–March 13: Spring Break.**

Over spring break, play *Oregon Trail* on the Internet Archive and write a 750-word response about the experience. Additional instructions will be provided.

Our course’s Imagine RIT proposal is due on March 11.

**Week 10: Documentary Editing and Virtual History**

**Tuesday, March 15: Wikipedia, Online Encyclopedias, and Gender Bias**

Read before class:

* Tamar Carroll and Lara Nicosia, “Wikipedia at 20: Why it often overlooks stories of women in history,” *The Conversation*, Mar. 16, 2018, last modified Jan. 14, 2021, <https://theconversation.com/wikipedia-at-20-why-it-often-overlooks-stories-of-women-in-history-92555>. Approx. 3 pages.
* Katherine Maher, “Wikipedia is a mirror of the world’s gender biases,” Wikimedia Foundation, Oct. 18, 2018, <https://wikimediafoundation.org/news/2018/10/18/wikipedia-mirror-world-gender-biases/>. Approx. 3 pages.
* “What is TEI?” Univ. of Nebraska-Lincoln, <https://cdrh.unl.edu/articles/basicguide/TEI>. 3 pages.

**Due by the start of class (11 AM ET): *Oregon Trail* response paper.**

* Please submit your paper via MyCourses.

In class:

* Brief discussion about XML & TEI databases, using the Seward Project as an example (<https://sewardproject.org/Databases>). Then we’ll segue into...
* Wikipedia Women’s History Month Edit-a-Thon with Rebekah Walker.

**Thursday, March 17: Scanning and Digitization 🡪 Update: No class on March 17. Tania Kleynhans’s presentation was moved to Thursday, March 24.**

**Read before class:**

* Rosenzweig and Cohen, Digital History, “Becoming Digital,” <https://chnm.gmu.edu/digitalhistory/digitizing/>. Approx. 28 pages.
* Read **one** of the following:
  + National Archives, “FRMC White Paper: Digitization Cost Benefit Analysis,” May 2019, <https://www.archives.gov/files/frmc-digitization-cost-benefit-whitepaper.pdf>. 8 pages.
  + National Archives, “Strategy for Digitizing Archival Materials for Public Access, 2015–2024,” <https://www.archives.gov/digitization/strategy.html>. 6 pages.
* Tania Kleynhans, MacKenzie L. Carr, and David W. Messenger, “Low-cost, user friendly multispectral imaging system for the recovery of damaged, faded or palimpsested historical documents,” *Proceedings of SPIE* 11727, “Algorithms, Technologies, and Applications for Multispectral and Hyperspectral Imaging XXVII,” 117270F (12 April 2021). 7 pages. Login with your RIT UID: <https://www-spiedigitallibrary-org.ezproxy.rit.edu/conference-proceedings-of-spie/11727/2585629/Low-cost-user-friendly-multispectral-imaging-system-for-the-recovery/10.1117/12.2585629.full?SSO=1>. Also on MyCourses.

In class:

* Presentation by Tania Kleynhans from the RIT Center for Imaging Science (CIS) to discuss multispectral imaging.

**Week 11: Digital Stories**

**Tuesday, March 22: Linear vs. Nonlinear Digital Storytelling**

Read/watch before class:

* Sadie Bergen, “Inside Ben Franklin’s World: An Interview with Podcaster Liz Covart,” *Perspectives on History*, Apr. 18, 2016, <https://www.historians.org/publications-and-directories/perspectives-on-history/april-2016/inside-ben-franklins-world-an-interview-with-podcaster-liz-covart>. Approx. 5 pages.
* Paul Shoebridge and Michael Simons (The Goggles), “The Goggles,” *Transom*, May 30, 2012, <http://transom.org/?p=24352>. Approx. 13 pages.
* *Un(re)solved* web interactive experience by PBS (2021),: <https://www.pbs.org/wgbh/frontline/unresolved/>.

In class:

* Twine storytelling workshop with Rebekah Walker.
* Discussion of *Un(re)solved*.

For Reference:

* Additional storytelling apps:
  + ArcGIS Story Maps: <https://storymaps.arcgis.com/>.
  + Neatline: <https://neatline.org/>.
  + Scalar:<https://scalar.me/anvc/scalar/>.
  + Timeline JS from Knight Lab: <https://timeline.knightlab.com/>.
* Sample Projects:
  + Paul Shoebridge and Michael Simons (The Goggles), *Welcome to Pine Point*, National Film Board of Canada, <https://pinepoint.nfb.ca/intro/#/info/project/64>.
  + Scholastic’s *Immigration: Stories of Yesterday and Today*: [teacher.scholastic.com/activities/immigration/index.htm](http://teacher.scholastic.com/activities/immigration/index.htm).

**Thursday, March 24: No class. Work on your oral history interviews. 🡪 Update: Class after all. Tania Kleynhans’s presentation.**

**Week 12: The Lifespan of Digital Projects**

**Tuesday, March 29: Preserving Digital Projects**

Read before class:

* James Baker, “Preserving Your Research Data,” *The Programming Historian* 3 (2014), <https://doi.org/10.46430/phen0039>. 9 pages.
* Quinn Dombrowski, “What Ever Happened to Project Bamboo?” *Literary and Linguistic Computing* 29, no. 3 (Sept. 2014): 326–39, <https://doi.org/10.1093/llc/fqu026>.

In class:

* Bamboo DiRT archived version: <https://web.archive.org/web/20190928221355/http://dirtdirectory.org:80/>.
* University of Victoria Endings Project, “Endings Principles for Digital Longevity”: <https://endings.uvic.ca/principles.html>.
* *Slave Voyages 2.0*, “History of the Project”: <https://www.slavevoyages.org/about/about#history/1/en/>. 2 pages.
* “The Socio-Technical Sustainability Roadmap,” The Visual Media Workshop, University of Pittsburgh: <https://sites.haa.pitt.edu/sustainabilityroadmap/>.

**Thursday, March 31: No class. Work on your oral history interviews.**

**Week 13: Transcribing Oral History**

**Tuesday, April 5: Introduction to Transcription Software**

**Due by the start of class (11 AM ET): Oral history recording.**

* Please upload your WAV, M4A/AAC, or MP3 recording to the following RIT Google Drive folder: <https://drive.google.com/drive/folders/1D0xb4PAWidmWhjAyz2Sj9Ql7Zbotv_0q?usp=sharing>.

In class:

* Introduction to transcribing AV recordings. What makes a quality transcript?
* Descript: <https://www.descript.com/transcription>.
* Express Scribe: <https://www.nch.com.au/scribe/index.html>.
* Otter.ai: <https://otter.ai/pricing>.
* RIT Guide to Captioning Panopto Videos: <https://wiki.rit.edu/display/CourseVideo/Captioning+Course+Videos>.
* Panopto Guide to Manual Captions: <https://support.panopto.com/s/article/Manually-Caption-Your-Videos>.
* Temi: <https://www.temi.com/>.

**Thursday, April 7: No class. Work on your oral history transcripts.**

**Week 14: Group Work and Oral History Presentations**

**Tuesday, April 12: Transcription Practicum / Initial Website Review**

Read before class:

* None. Work on your transcriptions.

In class:

* Look at the Omeka website and offer feedback.
* Work on your transcriptions in small groups.

**Thursday, April 14: Presentations**

Read before class:

* None. Work on your transcriptions.

**Due by the start of class (11 AM ET): Oral history transcript.**

* Please submit your transcript via MyCourses.

In class:

* First set of oral history project presentations.

**Week 15: Oral History Presentations Continued**

**Tuesday, April 19: Presentations Continued**

* Second set of oral history project presentations.
* Planning for Imagine RIT.

**Thursday, April 21: Project Review and Course Conclusion**

* In-class review of the Hill Cumorah Project website.
* Final discussion about digital history.

**Saturday, April 23: Imagine RIT.**

* We will present the work-in-progress version of the website to the public at Imagine RIT!

**Weeks 16 and 17**

**Monday, April 25, 2022**: Last day of RIT classes. We actually don’t have class this week.

**Tuesday, April 26, 2022**: Reading Day.

**Wednesday, April 27: Submit your “behind the scenes” paper via MyCourses by 5 PM.**

**April 27–29 and May 2–4, 2022**: Final exam period.

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