The University of Iowa

The College of Liberal Arts and Sciences

**Department of History**

# **Introduction to the History Major: Digital History Workshop**

# **HIST:2151:0005 / HIST:2195**

Fall, 2016

MW 1:30-3:20pm

Schaeffer Hall 31

ICON site:<https://uiowa.instructure.com/courses/3108>

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Any revisions to this syllabus will be posted on the course website. Students are responsible for periodically checking the course website and course announcements.

Some of the policies relating to this course (such as the drop deadline) are governed by its administrative home, the College of Liberal Arts and Sciences, 120 Schaeffer Hall.

## Course Description

Digital and computer technologies are tools, not methods or theories, for doing history. Historians have been using digital tools to improve access to sources and speed up analysis for over half a century without necessarily altering their basic methods of research. The traditional method of historical research involves an individual combing through volumes of books and archival documents for evidence to support his or her interpretation of past changes in human society. Digitizing and transcribing historical sources greatly facilitates this traditional research method, making materials infinitely more accessible and searching for evidence infinitely more efficient. Word processing and online publishing technologies furthermore make it easier to craft one’s historical argument and share it with others in diverse ways.

In this course, however, we will go beyond these simple improvements of traditional historical research to explore how digital technologies and the information age make it possible to develop fundamentally new perspectives, methods, and theories for doing history. Think of the telescope in the scientific revolution of the seventeenth century. It was just a tool that improved one’s view of celestial bodies, but by using it to discover new things never seen before, Galileo played an important role in proving heliocentric theory (that the earth revolves around the sun) and revolutionizing the study of astronomy and physics. Computers have already played a similarly revolutionary role in modern natural sciences, but the subject of history – human society – is more complicated than the physical objects of science and thus requires more creative use of new technologies.

The foundation of this course is how to practice evidence-based historical research, in which we first discover new facts about the past and then learn from them, instead of searching for evidence to support preconceived ideas. If Galileo had strongly believed in the Church over Copernican theory, then he may have simply used his telescope to look for evidence of geocentrism. The improved access and speed of digital research, for example, allows us for perhaps the first time in history to describe the complete universe of our research subject, rather than small, selective fragments manually gathered by an individual researcher. In this course we will learn how to use digital tools to explore this universe, discover important patterns, and hopefully write new histories.

The course content is organized in a way that facilities evidence-based historical research. After an introductory week, we will spend 5 weeks learning about the kinds of historical data and sources available today. History will always be dependent first and foremost on records and objects of the past, and today there are more historical sources freely available to more people than ever before. After surveying what is available, we will spend the next 4 weeks learning how to explore, classify and analyze historical source materials, again taking advantage of all the latest tools at our disposal. Then we will spend another 3 weeks learning how to use our discoveries to create new histories – narratives that can further our understanding of the past. The last 2 weeks of class will be based on individual lab work and tutoring, while students focus on completing their own research projects that are evidence-based, digital, and historical.

## Objectives and Goals of the Course

1. Learn how to use digital tools and technologies to practice evidence-based historical research.

2. Learn how to clarify your thinking and communicate effectively through writing.

3. Learn how to conduct collaborative and comparative research.

4. Train digital, analytical, and writing skills that are useful in almost any profession.

## Texts

The following texts are required for this course. They are freely available online, on reserve in the library, or hard copies can be purchased from their websites. The other course readings are listed in the class schedule and bibliography below and will be made available on our course website through the doctrine of fair use.

Cohen, Danial J. and Roy Rosenzweig. 2006. *Digital History: A Guide to Gathering, Preserving, and Presenting the Past on the Web*. University of Pennsylvania Press.<http://chnm.gmu.edu/digitalhistory/>.

Cohen, Daniel J. and Tom Scheinfeldt, eds. 2013. *Hacking the Academy: New Approaches to Scholarship and Teaching from Digital Humanities.* Ann Arbor, MI: University of Michigan Press.<http://dx.doi.org/10.3998/dh.12172434.0001.001>.

Dougherty, Jack and Kristen Nawrotzki. 2013. *Writing History in the Digital Age.* Ann Arbor, MI: University of Michigan Press.<http://hdl.handle.net/2027/spo.12230987.0001.001>.

## Assignments and Percentage of Final Grade

Class participation (15%)

Full class participation includes completing the readings before each class, contributing at least one substantial comment or revision per week to a fellow classmate’s online essay submission or midterm proposal, and being physically present and mentally engaged during in-class discussions and exercises.

In this course the classroom is not a place for the passive transfer of knowledge, but is a time for active discussion and applied learning. Absence from class is not an option except for extenuating circumstances. Multiple unexcused absences, neglecting to ask questions when you do not understand something, and/or not showing effort in online discussions and in-class exercises will reduce your participation grade.

Weekly writing assignments (25%)

Every Tuesday night before our second class of the week you will need to submit a 250-word short essay on a topic/question as described in the class schedule below. If everyone consents, I would like to have you turn in your essays openly through Google Docs collaborations on our course ICON site or similar platform that allows for “public” commenting (restricted to class participants only), including your teacher’s comments (your actual grades will be kept private).

Although the writing topics may seem simple and open-ended, a good essay will 1) engage with at least one of the course readings for that week and provide evidence to support your statements, 2) consist of well-organized paragraph(s) with topic sentences and fluent transitions, 3) persuasively demonstrate how your own understanding or interpretation of the topic/question can further the reader’s understanding. The goal of this frequent short writing is to develop clear, simple, and persuasive communication, and the word limit is in place to help you practice this. Essays will be graded according to the following standards:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Grade range** | **Overall style** | **Organization** | **Use of evidence** | **Conceptual development** |
| A (≥90%) | Persuasive | Clear, concise, and fluent structure | Robust; well-integrated | Creative |
| B (80-89%) | Analytic | Basic topic sentence structure and paragraph transitions | Sufficient; related to main point | Logical |
| C or below (⪯79%) | Descriptive | Unclear topic sentences; difficult to follow | Little or none | Little or none |

It normally takes multiple revisions and rewrites to achieve a polished, persuasive piece of writing, and everyone is strongly encouraged to rewrite your essays both before and after submission/grading. I will add my own comments to your essays before our Wednesday class, and post grades by the end of the day on Wednesday. Then you will have the opportunity to rewrite and resubmit your essay before the following Monday class to improve your grade.

Research project: midterm proposal (25%) – Due by 11:59pm on October 11

Starting from week 2 we will organize groups based on your research interests and begin brainstorming research projects together in class, in preparation for your midterm and final. Your research project in this class should be designed as a potential digital project/website which has a central theme or question and is comprised of multiple contributing perspectives. While it may take more than a semester to fully develop the technical side of such a digital project, by the end of this course you should have completed most of the substantive intellectual components.

In this vein, your midterm assignment will be a research proposal in which you lay out your research questions, background/literature review, sources and methods, and proposed research objectives/implications. This proposal should act as a blueprint or at least provide direction for your final project. For more details, see for example this guide from USC Libraries: <http://libguides.usc.edu/writingguide/researchproposal>

I encourage midterm proposals to be completed as a group, where the page length of the proposal is 3\*(the number of group members). Such a collaborative proposal must explain both the individual contributions of the collaborators, and how their multiple perspectives contribute to a greater understanding of the central project theme. In other words, how the whole is greater than the sum of its parts.

Again, as with the weekly writing assignments, if everyone consents I would like to have you turn in your proposals openly online to give everyone a chance to mutually comment and contribute to each other’s work.

Research project: final (35%) – Due by 11:59pm on December 16 at the very latest

See “Your final project and your History portfolio” below.

HIST:2195 extra digital project

This course consists of two sections – HIST:2151, listed as 3 semester hours, and HIST:2195, listed as 4 semester hours. If you are enrolled in 2195, you must meet with me on or before Sept. 1 (drop/add deadline is Sept. 2) to discuss your plans for an extra digital project required to fulfill your fourth semester hour (the equivalent of 45 hours of work over the semester). This project will account for 25% of your final grade. If you prefer not to complete an additional project, you should make sure you’re enrolled for HIST:2151.

Late policy

Any assignment submitted/published online after the stated due date, or any class attendance later than 15 minutes, will be marked down one grade (A becomes A-, A- becomes B+, etc.). Any assignment that is more than one week late will not be accepted (marked as zero/incomplete).

## Your final project and your History portfolio

In this course your individual final “paper” can be formatted as either a more traditional essay based on digital historical analysis, or an example of more experimental digital scholarship published online. The basic expectations are as follows:

1. The equivalent of a 12- to 15-page research paper and the product of your own analytic research and thought.
2. Employ at least one of the digital methods covered in this course (textual, spatial, or big data analysis/visualization)
3. Incorporate into a collaborative project, as described above under the midterm assignment.

More details about the final project will be posted on ICON/handed out in class after open discussion and before your midterm is due.

The portfolio is the History Department's measure of educational "outcome.” While other departments employ standardized tests, rising and falling grade point averages, or exit interviews as measures of “outcome,” our department considers essay writing to be the prime indicator of students' analytic and expressive achievement. We expect that your written work will improve over time as you engage more deeply in history.

The History portfolio consists of three graded papers from history courses which show the development of your skills. One of these papers is to be from HIST:2151: Intro to the Major. You will turn in your portfolio during your last semester at UI. We use the portfolio *only* to assess the History Department’s success in educating History majors and to consider revisions to our curriculum. Your papers will not be re-graded, nor will you receive a separate grade evaluating your progress over the course of your undergraduate education. Please hold onto the graded version of your paper/essay to submit as part of your portfolio. Since the History Department evaluates the usefulness of our comments as well as the progress of your work, you'll be asked to submit the graded/marked-up version of your paper as part of your portfolio. If your final project will not take the form of a traditional research paper, I will provide instructions about how to archive it and deliver it to your portfolio.

## Grading System and the Use of +/-

This course will use the plus or minus grading system. A+ grade(s) are given only in extraordinary situations. Below is a basic outline of grading standards (see the descriptions above for more details):

|  |  |  |  |
| --- | --- | --- | --- |
| **Grade range** | **Overall performance** | **Assignments** | **Participation** |
| A (≥90%) | Excellent | All completed, on time | Full |
| B (80-89%) | Good | All completed, mostly on time | Near-full |
| C (70-79%) | Satisfactory | Mostly completed | Average |
| D (60-69%) | Poor | Half completed | Little |
| F (<60%) | Failing | Mostly incomplete | Very little |

## Class Schedule

#### Week 1 – Introduction

Aug 22: Introductions and course overview

- Cohen and Scheinfeldt (2013), *Hacking the Academy,* “Theory, Method, and Digital Humanities” (Tom Scheinfeldt).

Aug 24: A brief history of digital history

- Nawrotzki and Dougherty (2013), *Writing History in the Digital Age*, Part 1, “Pasts in a Digital Age” (Stefan Tanaka).

- Schreibman et al. (2004), *A Companion to Digital Humanities,* Chapter 1,“The History of Humanities Computing” (Susan Hockey).

Writing: What does “digital history” mean to you?

### **I. Data and Sources**

#### Week 2 – Traditional sources

Aug 29: Libraries and archives

- Johns (1998), *The Nature of the Book,* Chapter 1, “Introduction”, pp.1-28.

- Sabean (1991), *Property, Production, and Family in Neckarhausen, 1700-1870,* Chapter 2, “Magistrates and Records,” pp.66-87.

Aug 31: Administrative registers and lists; tour state historical society research center

- Bengstsson et al. (2004), *Life Under Pressure,* “Appendix: Sources and Measures,” pp.441-61.

- Noellert (unpublished), *Beyond Fanshen,* Chapter 2, “New Data and New Perspectives,” pp.24-45.

Writing: How do you distinguish between a primary and secondary source?

#### Week 3 – Conversion and transcription

(Sept 5: Labor Day)

Sept 7: Digitalization; introduction to UI digital scholarship & publishing studio - meet in 1015 Main Library w/ Tom Keegan

- Cohen and Rosenzweig (2006), *Digital History: A Guide to Gathering, Preserving, and Presenting the Past on the Web,* “Becoming Digital.”

- Dennis Tenen and Grant Wythoff, "Sustainable Authorship in Plain Text using Pandoc and Markdown," *Programming Historian* (19 March 2014),<http://programminghistorian.org/lessons/sustainable-authorship-in-plain-text-using-pandoc-and-markdown>

Writing: What is one important difference between how we interact with traditional vs. digitized historical sources?

#### Week 4 – Digital sources

Sept 12: Digital archives; meet at Old Capitol Museum w/ H. Glenn Penny

- Cohen and Rosenzweig (2006), *Digital History,* “Exploring the History Web.”

- Library of Congress, *Digital Collections and Services*,<http://www.loc.gov/library/libarch-digital.html>

- Middle Tennessee State University Walker Library, *Discovering American Women’s History Online*,<https://www.google.com/url?q=https%3A%2F%2Fwww.marxists.org%2Fadmin%2Fintro%2Findex.htm>

- University of North Carolina at Chapel Hill Library, *Documenting the American South,*<http://docsouth.unc.edu/index.html>

- University of Michigan Digital Library, *Making of America,*<http://quod.lib.umich.edu/m/moagrp/>

- *Marxist Internet Archive*,<https://www.marxists.org/admin/intro/index.htm>

- Church of Jesus Christ of Latter-Day Saints, *FamilySearch,*<https://familysearch.org>

Sept 14: Online exhibits and projects - meet in 1015 Main Library w/ Hannah Scates Kettler

- Thomas and Ayers, *The Differences Slavery Made: A Close Analysis of Two American Communities*, “Overview”,<http://www2.vcdh.virginia.edu/AHR/>

- “Imaging the French Revolution,” *American Historical Review* 110 (Feb. 2005),<http://chnm.gmu.edu/revolution/imaging/home.html>

- Chicago Historical Society and Northwestern University, *The Great Chicago Fire and the Web of Memory*,<http://www.greatchicagofire.org/>

- Gapminder, *Gapminder: Unveiling the Beauty of Statistics for a Fact Based World View*,<http://www.gapminder.org/>

- Presner et al., *HyperCities: Thick Mapping in the Digital Humanities*,<http://www.hypercities.com/>

- University of Iowa Libraries, *DIY History*,<http://diyhistory.lib.uiowa.edu/>

Writing: Which digital archive/exhibit has the best interface, and why?

#### Week 5 - Digital data

Sept 19: Quantification

- Silag (1981), “Pioneers in Quantitative History at the University of Iowa,” pp.121-134.

- Lee et al. (2010), *China Multi-Generational Panel Dataset, Liaoning (CMGPD-LN) 1749-1909, User Guide,* pp. xv-xvii, 1-14.

- Xing et al. (unpublished), *The CSSCD-SX User Guide: An Introduction to the China Siqing四清 (Four Cleanups) Social Class Dataset – Shanxi*, pp.11-14, 51-53.

Sept 21: Public data

- Lee and Campbell, *CMGPD Series*,<https://www.icpsr.umich.edu/icpsrweb/ICPSR/series/265>

- Harvard University and Fudan University, *China Historical GIS*,<http://www.fas.harvard.edu/~chgis/>

- Harvard University, *China Biographical Database Project (CBDB)*,<http://projects.iq.harvard.edu/cbdb/home>

Writing: What is one important difference between digital sources and quantified (or digitized) sources, and how is it important in terms of doing research?

#### Week 6 – Data usage and rights

Sept 26: Copyright - meet in 1015 Main Library w/ Mark Anderson

- Johns (1998), *The Nature of the Book,* Chapter 3, “‘The Advancement of Wholesome Knowledge’: The Politics of Print and the Practices of Propriety,” pp.187-230.

- Cohen and Rosenzweig (2006), *Digital History,* “Owning the Past?”

Sept 28: Creative Commons

- Nawrotzki and Dougherty (2013), *Writing History in the Digital Age*, Part 7, “Conclusions: What We Learned from *Writing History in the Digital* Age.”

Writing: How do copyright standards shape the ways in which we do research (and/or vice versa)?

### **II. Classification and Analysis**

#### Week 7 – Categorizing and counting

Oct 3: Questions and categories; Google Ngram lab

- Greer (1935), *The Incidence of the Terror During the French Revolution*, Chapter 4, pp.71-85, 148-53 (tables).

- Nawrotzki and Dougherty (2013), *Writing History in the Digital Age*, Part 4, “Historical Research and the Problem of Categories” (Ansley T. Erickson).

Oct 5: Frequencies

- Greer (1935), *The Incidence of the Terror During the French Revolution*, Chapter 5, 86-110, 154-63 (tables).

- Sabean (1991), *Property, Production, and Family in Neckarhausen, 1700-1870,* Chapter 4, “Patterns of Marital Conflict,” pp.124-46.

Writing: How do the categories we use in analysis affect the conclusions/arguments of our research?

#### Week 8 – Textual markup and analysis

Oct 10: Markup and metadata; text analysis lab - meet in 1015 Main Library w/ Stephanie Blalock

- Refsnes Data, *W3Schools,* “HTML Tutorial,” ‘HTML Introduction’ through ‘HTML Quotations’<http://www.w3schools.com/html/default.asp>

- The TEI Consortium (2015), *TEI P5: Guidelines for Electronic Text Encoding and Interchange*, Front Matter v. “A Gentle Introduction to XML”, pp.25-44.

Oct 12: Text analysis

- Doug Knox, "Understanding Regular Expressions," *Programming Historian* (22 June 2013),<http://programminghistorian.org/lessons/understanding-regular-expressions>

Assignment: Midterm proposal due

#### Week 9 – Spatial analysis and visualization

Oct 17: Mapping data and GIS; QGIS lab - meet in 1015 Main Library w/ Rob Shepard

- Nawrotzki and Dougherty (2013), *Writing History in the Digital Age*, Part 5, “Putting Harlem on the Map” (Stephen Robertson).

Oct 19: Visualizing history

- Nawrotzki and Dougherty (2013), *Writing History in the Digital Age*, Part 5, “Visualizations and Historical Arguments” (John Theibault).

- Noellert (unpublished), *Beyond Fanshen,* Chapter 3 OR Chapter 4, pp.47-86.

Writing: How can spatial analysis further our understanding of the past?

#### Week 10 – Historical big data analysis

Oct 24: Big data and history; Stata lab - meet in 1015 Main Library

- Lee and Wang (1999), *One Quarter of Humanity,* Chapter 4, “Mortality”, pp.42-62.

- Guldi and Armitage (2014), *The History Manifesto,* Chapter 4, “Big Questions, Big Data,” pp.88-116.

Oct 26: Integration and discovery

- Noellert (unpublished), *Beyond Fanshen,* Chapter 1, “China’s Land Reform,” pp.1-23.

- Boyer (1990), *Scholarship Reconsidered,* Chapter 2, “Enlarging the Perspective”, pp. 15-25.

Writing: Compare and contrast the scholarship of discovery with the scholarship of integration.

### **III. Narrative and Publication**

#### Week 11 – Framing your analysis

Oct 31: From history to narrative; writing workshop

- Lee and Wang (1999), *One Quarter of Humanity,* Chapter 7, “System,” pp.103-22.

Nov 2: From narrative to history

- Buck-Morss (2009), *Hegel, Haiti, and Universal History,* pp.21-75.

Writing: What is the most difficult part of moving from research and analysis to narrative and presentation?

#### Week 12 – Collaboration and Comparison

Nov 7: More data, more work, and more people; student collaboration reports

- Nawrotzki and Dougherty (2013), *Writing History in the Digital Age*, Part 7, “The Accountability Partnership: Writing and Surviving in the Digital Age” (Petrzela and Manikin).

Nov 9: Comparative history

-          Li and van Zanden (2012), “Before the Great Divergence? Comparing the Yangzi Delta and the Netherlands at the Beginning of the Nineteenth Century,” pp. 956-962.

- Bengstsson et al. (2004), *Life Under Pressure,* Chapter 1, “New Malthusian Perspectives”, pp.3-24.

Writing: What are some of the costs and benefits of collaboration in historical research?

#### Week 13 – Digital publishing

Nov 14: Public humanities; Omeka/Scalar lab - meet in 1015 Main Library w/ Matt Butler

- Nawrotzki and Dougherty (2013), *Writing History in the Digital Age*, Part 6, “The HeritageCrowd Project: A Case Study in Crowdsourcing Public History” (Graham et al.)

- George Mason University, *Omeka.net*, “User Guide for Scholars,”<http://info.omeka.net/about/>

Nov 16: Digital scholarship

- Cohen and Scheinfeldt (2013), *Hacking the Academy,* “Open Access and Scholarly Values: A Conversation” (Daniel J. Cohen, Stephen Ramsay, Kathleen Fitzpatrick).

- Gordon (2014), *Growing Apart: A Political History of American Inequality,* “Introduction.”

- Alliance for Networking Visual Culture, *Scalar,* “About Scalar,”<http://scalar.usc.edu/scalar/>

Writing: What can digital scholarship teach us that traditional scholarship cannot?

#### Week 14 – Thanksgiving Break

### **IV. Student Projects**

#### Week 15 – Lab work and tutoring

Nov 28: Lab time - meet in 1015 Main Library

Nov 30: Lab time - meet in 1015 Main Library

#### Week 16 – Lab work and tutoring (cont.)

Dec 5: Lab time - meet in 1015 Main Library

Dec 7: Lab time, last day of class - meet in 1015 Main Library

#### Week 17 – Final Exam Week

Dec 16, midnight: hard deadline to submit/publish final projects

## References

Bengstsson, Tommy, Cameron Campbell, James Z. Lee, et al. 2004. *Life Under Pressure*: *Mortality and Living Standards in Europe and Asia, 1700-1900*. Cambridge, MA: The MIT Press.

Boyer, Ernest L. 1990. *Scholarship Reconsidered: Priorities of the Professoriate.* The Carnegie Foundation for the Advancement of Teaching.

Buck-Morss, Susan. 2009. *Hegel, Haiti, and Universal History.* Pittsburgh: University of Pittsburgh Press.

Gordon, Colin. 2014. *Growing Apart: A Political History of American Inequality.* Institute for Policy Studies.<http://scalar.usc.edu/works/growing-apart-a-political-history-of-american-inequality/index>

Greer, Donald. 1935. *The Incidence of the Terror During the French Revolution: A Statistical Interpretation*. Harvard University Press. (<http://hdl.handle.net/2027/mdp.39015002601550>)

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Lee, James Z., Cameron Campbell, and Shuang Chen. 2010. *China Multi-Generational Panel Dataset, Liaoning (CMGPD-LN) 1749-1909, User Guide*. Ann Arbor, MI: Inter-university Consortium for Political and Social Research.<http://www.icpsr.umich.edu/icpsrweb/DSDR/studies/27063>

Lee, James Z. and Wang Feng. 1999. *One Quarter of Humanity: Malthusian Mythology and Chinese Realities, 1700-2000.* Cambridge, Mass: Harvard University Press.

Li, Bozhong, and Jan Lutten van Zanden. 2012. “Before the Great Divergence? Comparing the Yangzi Delta and the Netherlands at the Beginning of the Nineteenth Century.” *The Journal of Economic History* 72.4 (December): 956-989.

Noellert, Matthew. Unpublished manuscript. *Beyond Fanshen: New Perspectives on Communist Land Reform from Northeast China, 1946-1948.*

Sabean, David Warren. 1991. *Property, Production, and Family in Neckarhausen, 1700-1870.* Cambridge University Press.

Schreibman, Susan, Ray Siemens, and John Unsworth. 2004. *A Companion to Digital Humanities*. Oxford: Blackwell.<http://www.digitalhumanities.org/companion/>.

Silag, William. 1981. “Pioneers in Quantitative History at the University of Iowa.” *The Annals of Iowa* 46.2: 121-134.

The TEI Consortium. 2015. *TEI P5: Guidelines for Electronic Text Encoding and Interchange*. Version 2.9.1. Text Encoding Initiative Consortium.

Xing, Long, Matthew Noellert, and James Z. Lee. Unpublished. *The CSSCD-SX User Guide: An Introduction to the China Siqing四清 (Four Cleanups) Social Class Dataset – Shanxi*.

## Online Resources

Alliance for Networking Visual Culture. *Scalar*. Accessed July 21, 2016.<http://scalar.usc.edu/scalar/>.

Chicago Historical Society and Northwestern University. 2011. *The Great Chicago Fire and the Web of Memory*. Accessed July 21, 2016.<http://www.greatchicagofire.org/>.

Church of Jesus Christ of Latter-Day Saints. 2016. *FamilySearch*. Accessed July 21, 2016.<https://familysearch.org>.

Crymble, Adam, Fred Gibbs, Allison Hegel, Caleb McDaniel, Ian Milligan, Evan Taparata, Amanda Visconti, and Jeri Wieringa, eds. *The Programming Historian*. 2nd ed., 2016. Accessed July 21, 2016.<http://programminghistorian.org/>.

*DiRT Digital Research Tools*. Accessed July 21, 2016.<http://dirtdirectory.org/>.

Gapminder. *Gapminder: Unveiling the Beauty of Statistics for a Fact Based World View.* Accessed July 21, 2016.<http://www.gapminder.org/>.

George Mason University. 2015. *Omeka.net*. Accessed July 21, 2016.<http://www.omeka.net>.

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Harvard University. *China Biographical Database Project (CBDB)*. Accessed July 21, 2016.<http://projects.iq.harvard.edu/cbdb/home>.

“Imaging the French Revolution.” *American Historical Review* 110 (Feb. 2005).<http://chnm.gmu.edu/revolution/imaging/home.html>.

Lee, James Z. and Cameron D. Campbell. 2016. *China Multi-Generational Panel Dataset (CMGPD) Series*. Inter-university Consortium for Political and Social Research, Data Sharing for Demographic Research. Accessed July 21, 2016.<https://www.icpsr.umich.edu/icpsrweb/ICPSR/series/265>.

Library of Congress. *Digital Collections and Services*. Accessed July 21, 2016.<http://www.loc.gov/library/libarch-digital.html>.

*Marxist Internet Archive*. Accessed July 21, 2016.<https://www.marxists.org/>.

Middle Tennessee State University Walker Library. 2015. *Discovering American Women’s History Online*. Accessed July 21, 2016.<http://digital.mtsu.edu/cdm/landingpage/collection/women>.

Presner, Todd, David Shepard, and Yoh Kawano. *HyperCities: Thick Mapping in the Digital Humanities*. Harvard University Press. Accessed July 21, 2016.<http://www.hypercities.com/>.

Refsnes Data. *W3Schools*. Accessed July 21, 2016.<http://www.w3schools.com/>.

Thomas, William G. III, and Edward L. Ayers. *The Differences Slavery Made: A Close Analysis of Two American Communities*. Accessed July 21, 2016.<http://www2.vcdh.virginia.edu/AHR/>.

University of Iowa Libraries. *DIY History*. Accessed July 21, 2016.<http://diyhistory.lib.uiowa.edu/>.

University of Michigan Digital Library. *Making of America*. Accessed July 21, 2016.<http://quod.lib.umich.edu/m/moagrp/>.

University of North Carolina at Chapel Hill Library. 2004. *Documenting the American South*. Last updated July 20, 2016.<http://docsouth.unc.edu/index.html>.

# **Appendix: The College of Liberal Arts and Sciences Important Policies and Procedures**

**Administrative Home**

The College of Liberal Arts and Sciences is the administrative home of this course and governs matters such as the add/drop deadlines, the second-grade-only option, and other related issues. Different colleges may have different policies. Questions may be addressed to 120 Schaeffer Hall, or see the CLAS [Academic Policies Handbook](http://clas.uiowa.edu/students/handbook).

**Electronic Communication**

University policy specifies that students are responsible for all official correspondences sent to their University of Iowa e-mail address (@uiowa.edu). Faculty and students should use this account for correspondence ([Operations Manual, III.15.2.](http://opsmanual.uiowa.edu/human-resources/professional-ethics-and-academic-responsibility#15.2) Scroll down to k.11).

**Accommodations for Disabilities**

A student seeking academic accommodations should first register with Student Disability Services and then meet with the course instructor privately in the instructor's office to make particular arrangements. See<http://sds.studentlife.uiowa.edu/>for more information.

**Academic Honesty**

All students taking CLAS courses have, in essence, agreed to the College's [Code of Academic Honesty](http://clas.uiowa.edu/students/handbook/academic-fraud-honor-code): "I pledge to do my own academic work and to excel to the best of my abilities, upholding the [IOWA Challenge](http://fye.uiowa.edu/youre-here/iowa-challenge). I promise not to lie about my academic work, to cheat, or to steal the words or ideas of others; nor will I help fellow students to violate the Code of Academic Honesty." Any student committing academic misconduct is reported to the College and placed on disciplinary probation or may be suspended or expelled (CLAS [Academic Policies Handbook](http://clas.uiowa.edu/students/handbook/academic-fraud-honor-code)).

**CLAS Final Examination Policies**

The date and time of every final examination is announced by the Registrar generally by the fifth week of classes. **No exams of any kind are allowed during the last week of classes.** All students should plan on being at the UI through the final examination period. It is the student's responsibility to know the date, time, and place of the final exam.

**Making a Suggestion or a Complaint**

Students with a suggestion or complaint should first visit with the instructor (and the course supervisor), and then with the departmental DEO. Complaints must be made within six months of the incident (CLAS [Academic Policies Handbook](http://clas.uiowa.edu/students/handbook/student-rights-responsibilities#rights)).

**Understanding Sexual Harassment**

Sexual harassment subverts the mission of the University and threatens the well-being of students, faculty, and staff. All members of the UI community have a responsibility to uphold this mission and to contribute to a safe environment that enhances learning. Incidents of sexual harassment should be reported immediately. See the [Office of the Sexual Misconduct Response Coordinator](http://osmrc.uiowa.edu/) for assistance, definitions, and the full University policy.

**Reacting Safely to Severe Weather**

In severe weather, class members should seek appropriate shelter immediately, leaving the classroom if necessary. The class will continue if possible when the event is over. For more information on Hawk Alert and the siren warning system, visit the [Public Safety website](http://police.uiowa.edu/emergency-communications).

**Resources for Students**

Students will find the Writing Center and the Speaking Center very useful for this course; the Tutor Iowa site is also very valuable for students seeking extra help:

History Writing Center: <https://clas.uiowa.edu/history/teaching-and-writing-center>

Writing Center:<http://writingcenter.uiowa.edu/>

Speaking Center:<http://speakingcenter.uiowa.edu/>

Tutor Iowa:<http://tutor.uiowa.edu/>