



School of Information Sciences

**Culture At Scale:
A Seminar on Computational Approaches to Studying Culture
IS597
Spring 2023
Mondays 1-4pm**

Hybrid: Zoom link available on Canvas or go to room 46 in basement of 501 E. Daniel Street

This syllabus may be obtained in alternative formats upon request. Please contact the instructor.

Instructor: Zoe LeBlanc

Instructor's office hours: Office Hours available via Calendly <https://calendly.com/zleblanc/chat-with-prof-zoe>

Email address: zleblanc@illinois.edu

Preferred contact method is DH@UIUC Slack Direct Message

Course Description

Cultural production is often thought of at the individual level - an artist, author, auteur - but with the turn of the century, new theories, methods, and fields have started to coalesce around the possibilities of producing *and* studying culture with computers, and specifically at larger and larger scales. Rather than reading a novel or watching a film, or even dozens, scholars are increasingly utilizing mass digitization and born digital materials to explore hundreds, if not thousands or millions of cultural objects; in essence undertaking what might be described as culture at scale. Whether labeled computational humanities or cultural analytics, or digital humanities or distant reading (to name just a few!), this new area of research is focused on understanding what Andrew Piper succinctly described as “computation plus culture.” Often treated as largely a technical practice or as distinct fields that require interdisciplinary teams, this seminar is devoted to understanding how we might engage with these two practices constitutively and simultaneously – uncovering how computation can transform our understandings of culture and how in turn focusing on culture can impact how and when we use computation.

None of these terms (culture, computation, or scale) are self-evident. Culture for whom and by whom? Do we mean culture with a capital C or culture in the sociological sense? What is computation, and what is its relationship to statistics and programming? And even more oblique is scale. While Big Data has become ubiquitous, scale itself is not necessarily new, but the proliferation of relatively available digital storage and increasingly powerful processing power has profoundly

accelerated and at times even transformed the horizons of possibilities. Rather than outright define these terms, this course will explore how scholars have determined and navigated these questions, as well as traversed and created new scales to make knowledge claims.

This course will therefore require both technical and theoretical expertise, as we engage with materials from multiple Humanities disciplines and sub-fields, use a variety of computational and statistical methodologies, and ultimately consider the very sociology of knowledge production and culture itself, which is increasingly happening at scale. Students will have the opportunity to develop specific research projects, and also read broadly across disciplines and methodologies. Seminar will be devoted to discussing both assigned readings *and* exploring relevant code, methods, and datasets that were used to produce the readings. Students therefore should feel comfortable prior to enrolling the class with the foundations of research programming and working with data programmatically, as well as humanities-centric research (this does not mean humanities disciplines per se, but research concerned with culture). The goal in combining what has previously been called “yack and hack”¹ is that this seminar will explore how combining culture and computation at scale can “in an ideal world, [...] equal more than the sum of its parts.”²

Pre- and Co-requisites

This course is inherently experimental and emergent, as many of the topics we will discuss are still being developed and refined by researchers – from statistical methods to novel model architectures to theoretical and intellectual frameworks.

Therefore, no one prerequisite is required but students should feel comfortable with programming and some area(s) of humanities research (again both broadly defined). Many of the course in the iSchool provide excellent foundation for this course, including:

- IS407 Introduction to Data Science
- IS417 Data Science in the Humanities
- IS430 Foundations of Information Processing
- IS509 History and Foundations of Information Science
- IS517 Methods of Data Science
- IS557 Applied Machine Learning Team Projects
- IS578 Introduction to Digital Humanities

However, this is not a definitive list. Interested students who have prior experiences that may be relevant, but not formal instruction, are also welcome to enroll.

Interested students should contact the instructor if they have any questions.

Credit hours

4

¹ Bethany Nowviskie “On the Origin of “Hack” and “Yack”” *Debates in Digital Humanities* 2016

² Andrew Piper, “There Will Be Numbers,” *Cultural Analytics* May 23, 2016. DOI: 10.22148/16.006 p. 2

Student Learning Outcomes

Upon successful completion of the course, students will:

- Gain an overview of historic and current scholarly approaches to studying and producing culture at scale, as well as be exposed to how these approaches are being translated and applied in a variety of disciplines and domains.
- Develop a critical perspective on the possibilities and limitations of combining culture and computation to make knowledge claims, as well as the processes and norms that are developing around these practices.
- Have the opportunity to delve deeper into particular research questions and methods throughout the course that could become the basis for later published work.
- Ultimately, experience the razor's edge of research in culture at scale and be challenged to grow both intellectually and professionally.

Course Context*

This course meets several learning outcomes connected to both the program objectives for the MS/LIS and Doctoral programs, which in turn connect to larger iSchool and University of Illinois learning goals.

Program Learning Outcomes*

List relevant program learning outcomes, selected from here:

<https://uofi.box.com/s/75l5pt41b84s3elz0zb1bteo0nspbwch>

- Apply foundational concepts, theories, and principles to problems of information organization and access.
- Use evidence to help address information problems, meet information needs, and create relationships in their institutions, communities, profession, and the world.
- Compare and critique contemporary information practices, structures, and standards in relation to historical and global alternatives.
- Intellectual Reasoning and Knowledge
- Creative Inquiry and Discovery
- Social and Cultural Awareness and Understanding

iSchool Goal*

This course meets the following goal:

- Maintain global leadership in education for the information professions

University of Illinois Campus-Wide Learning Goals*

This course meets the following goals:

1. Intellectual Reasoning and Knowledge
2. Creative Inquiry and Discovery
3. Social Awareness and Cultural Understanding

Course materials

There are no required textbooks for this course. All readings are either available for free via the Syllabus or will be shared as PDFs in our Canvas site.

Assignments and Methods of Assessment

Setting the Foundation: Flexibility, Commitments, and Intellectual Journeys

What does it mean to do “assignments” or be assessed as a graduate student? Ideally this question wouldn’t matter, and you enrolled in this course with a deep passion for this research, so grading would be of minimal concern. In reality, we know that grades have enormous influence in both how we have been taught to value ourselves and in turn how society often values us. While I cannot wave a magic wand and restructure society, I do want to address this situation up front and honestly for a few reasons.

First, we are still in a global pandemic that has affected all of us, but not in equal ways. I address policies for what should happen if you or myself contract COVID-19 below under [Attendance](#), but fundamentally no course is worth jeopardizing anyone’s health over (whether physical or mental). While having a hybrid option mitigates some of our risk, the fact is that teaching and learning is fundamentally different in a COVID world.

That being said, while this may all sound very depressing, I firmly believe we have an opportunity to build a more equitable and supportive learning environment even in these circumstances. But this requires some ground rules and (re)setting of our foundations when it comes to this course.

First, I hope that we can all approach this course as an **experiment in learning where flexibility and patience is prioritized**. Such a perspective does not mean that we don’t have deadlines or expectations, but rather we acknowledge that we are all coming into this course with differing levels of expertise, responsibilities, and bandwidth (your instructor included!!). Rather than trying to erase these differences, we will strive to accommodate them as much as possible.

But to have this flexibility, we also want to make sure that we are committed to doing our best in this course. Otherwise, we lose this rare opportunity to think collectively and grow intellectually. So how to balance these goals: flexibility and commitment, in an increasingly difficult to predict world? Historically this is where grades and deadlines would come in. While I do have to submit grades for you, I want to emphasize that **this course is about your individual intellectual development and journey**. Therefore, I will try to make all expectations for grading as transparent as possible and also ask you to reflect on your intellectual journey during the course and remember an important adage throughout the course: **comparison is the thief of joy**.

The reason I want to emphasize this point is that rather than compare yourselves to each other, I hope that you can focus on your individual growth during the semester and see each other as colleagues to learn from, instead of competition. Some of you will already be in this mindset, but I find that this is one of the most important shifts from undergraduate to graduate education, so hopefully this reminder is helpful!

So, what does this all look like in practice?

There are three assignments in this course.

Assignments

1. Lead Seminar Discussion 25%

Each student will be responsible for leading seminar discussion once over the course of the semester. In this capacity, they will be given the opportunity to develop a lesson plan and also delve deeper into the assigned materials with the goal of reproducing (as much as possible) the analysis of the assigned week (i.e. re-running the code and exploring relevant datasets). Students will be graded on their preparation for discussion, the questions they prepare for the course, and their ability to engage with the materials. Students are not responsible for how much their peers participate (though hopefully that will not be an issue). Students will consult with the instructor at least one week prior to leading discussion to confirm assigned readings and the topic focus for the week.

Students can co-lead discussion if there is more than one student interested in the topic, and the only extra requirement is that co-leading students will have to individually submit a short summary detailing how they divided the work. If for some reason a student(s) cannot lead the week they are scheduled, they must contact the Instructor as soon as possible, and collectively we will work to reschedule.

Ideally, students should select a weekly topic that furthers their engagement with their domain and selected methods for their research project.

2. Book & Code Review 25% Due Mar 6, 2023 (Extension Possible)

Students will select one of the semester's readings (or suggest one to the instructor that fits the course themes) to review in two senses: first, as an exercise in writing a book review, and second, in performing a code review. Both activities are fundamental to culture at scale but often treated as distinct. We will experiment with what it looks like to combine these two activities; to consider both the interpretation and infrastructure simultaneously, and how that can inform both our critical perspectives and understanding of scholarship.

If there is no book that meets your interests, you are welcome to select a subset of articles (no more than four) to write a thematic review across them. You may also review more than one book in your review if that would be useful to your research goals. Finally, you may also undertake a more methodological review, where you review either the use of a method in multiple articles or infrastructure for undertaking a method.

This review will be written individually, though students may review the same materials. The review should be 2-5 pages double spaced or no more than 1500 words (not counting references or footnotes). Students are welcome to use whatever style guide they prefer for citations and bibliographies.

The goal of this assignment is to help you engage with the secondary literature in your domain/methodology of interest. Ideally, you should select something that you will read for when you are leading seminar discussion. Students will be assessed on the quality of their writing, their ability to position their review materials in larger debates around culture at scale, and their assessment of both the strengths and weaknesses of their selected materials.

3. Research Project 50% Due May 15, 2023

Students working either individually or in groups will develop a research project with input from the Instructor and their peers. Beginning from the first class, students will decide if they either plan to test and develop new methods for an existing domain and research question, or plan to work to apply methods they know already into a new domain of cultural production (other permutations exist as well). The only requirement of this project is that students use computation, broadly defined, to study some aspect of culture, also broadly defined. While there are few constraints on the research question per se, students will be encouraged to develop their project with an orientation towards the audiences for this research and to consider how this project can further their larger research agenda (whether as a dissertation chapter or a future article).

The final two weeks of the semester are currently allocated for student presentations of their research project, which will be between 20-30 minutes. Students will then submit their final paper, 15-30 pages double-spaced, along with their code and datasets. Students again can use any style guide they prefer, but please be consistent in your usage. If working in a group, students will also submit a short summary outlining the division of labor in their project. Students will be assessed on the quality of their writing, the formulation of their research questions, the implementation and suitability of their methods and data, and their ability to engage with relevant secondary research from both the course and beyond.

Students should plan to meet with the Instructor at least once over the course of the semester (ideally in the first two weeks) to discuss their proposed project in-depth and to ensure that it fits the course remit.

Some Caveats and Clarifications

What if our project fails?

This is a question that every researcher faces but is certainly exacerbated by the constraints of a semester long course. First, I would encourage you to reach out to the Instructor and your peers if you

are concerned that your initial research question and project is not panning out the way you hoped. That is often the case in research, and needing to pivot should be expected. Furthermore, I would encourage you to consider what you might mean by failure. Is it a null hypothesis? That can still be written up and theorized as research. Is it a method that failed to adequately measure what you hoped? Again, that still counts as research. Often, we need to adjust our expectations for what we can achieve, and it is certainly acceptable to have future directions included in your paper. However, if you are struggling to implement methods or interpret results, please reach out to the Instructor for a consultation.

No participation grades?

I have intentionally not assigned any assessment to participation since this is a graduate seminar, which inherently expects you to engage with assigned materials through discussion. Furthermore, trying to assess what counts as good participation is always fraught. However, you may be wondering if this lack of participation grades means that you could theoretically not attend any course meeting and still do well in the course. The answer is hypothetical yes, but there are few things to consider. Much of what we will discuss in this course cannot be gleaned from just reading the assigned materials. So, if you never attend, you will miss out on learning from your peers and Instructor, and furthermore, your submitted assignments will struggle to engage with these materials in a sufficiently rigorous manner. I have no interest in forcing anyone to attend a course, so the choice is ultimately yours.

This question of attendance is further discussed in the [COVID-19 & Attendance](#) section.

Using AI Tools?

You are welcome to use any AI tools that will help you in this course, whether that is tools like GitHub Co-Pilot or OpenAI's ChatGPT. I personally do not think these tools are not going anywhere soon, and so learning to leverage them in your research is likely beneficial. That being said I realize that many of these increasingly charge subscription fees, so please let me know if you would like to try a tool and are constrained for financial reasons, and I will try to advocate for some temporary funds from the iSchool.

Course Policies

All policies copied from the iSchool are indicated with an asterisk.

COVID-19 & Attendance

The iSchool expects students to attend all classes except in cases of emergency.

Student Code on Attendance: <http://studentcode.illinois.edu/article1/part5/1-501/>

iSchool COVID-19 Statement*

In keeping with university and iSchool policy, all students are required to engage in appropriate behavior to protect the health and safety of our community. If you are on campus, this includes being fully vaccinated, wearing a facial covering properly when required, maintaining social distance, if requested, and using hand sanitizer as needed.

If you feel ill or are unable to come to class or complete class assignments due to issues related to COVID-19, including but not limited to testing positive yourself, feeling ill, caring for a family member with COVID-19, or having unexpected child-care obligations, you should contact the instructor immediately and cc your advisor.

University COVID-19 Statements*

Following University policy, all students are required to engage in appropriate behavior to protect the health and safety of the community. Students are also required to follow the campus COVID-19 protocols.

Students who test positive for COVID-19 or have had an exposure that requires testing and/or quarantine must not attend class. The University will provide information to the instructor, in a manner that complies with privacy laws, about students in these latter categories. These students are judged to have excused absences for the class period and should contact the instructor via email about making up the work.

Our COVID-19 Policies

The above policies pretty much cover what will happen broadly should you or someone close to you get sick this semester. But to put it more explicitly, your health and wellness is our collective top priority.

In the scenario where I am no longer able to teach due to COVID-19, I will do my best to find substitute instructors through the iSchool. If you or someone close to you becomes ill and you are no longer able to attend class or complete the assignments, I will in consultation with you determine a final grade based on your existing work and if requested advocate for you to be able to move the course to pass/fail.

Depending on the urgency of your situation, I realize that communicating with your instructor is a low priority, but please get in touch when you can to let me know if anything comes up. As mentioned earlier there are no grades for participation, but if you fail to show up for more than two sessions in a row without informing the Instructor, I will be reaching out for some explanation, so please give me a heads up if you can.

Generally, students are expected to attend seminars and come prepared to discuss assigned materials. However, we are still in a global pandemic. So, if you are thinking of missing class because you are overwhelmed with your workload, please let me know if you can and also consider taking an **information overload day** rather than missing the seminar outright. If you let me know in advance that you need more bandwidth for whatever reason, you will be excused from the assigned materials and active participation in discussions. Instead, you will be expected to actively listen to the discussion and then hopefully the following week have additional bandwidth to participate. I realize the reading load and assignments for this course are significant and that you are balancing a number of other commitments at the same time, so information overload days are intended to help you

manage your stress and at the same time help you not fall behind in the course.³ If you take more than two information overload days, the Instructor will reach out to discuss workload management.

Communication and Respect

Since we will be meeting hybrid this semester, we will need to work collectively to ensure that discussion and communication work for both modalities. Whether you attend in person or remotely is completely up to your preference and does not require informing the Instructor in advance. By and large, all communication outside of class will be digital.

All students should have access to links through our Canvas course site (please let me know if you don't for whatever reason!). If joining remotely, students are not required to have their video on, but are encouraged if they are able to. I will also be using Zoom for one-on-one meetings. We will ideally be using Zoom synchronously but given the increased internet usage we may need to find creative solutions to account for variable internet connections. Please let me know if you are concerned about your internet connection or if you're having difficulties connecting to a call.

If joining in person, students are welcome to mask, though it is not mandatory.

In terms of hybrid etiquette, we will be learning what works best for our course meetings. Understandably we will likely interrupt one another and at times struggle to hear each other. I ask that you each try to continue to be respectful and engaged, but again if you have concerns, please let me know.

Besides our seminars, we will be using a combination of email (my email again is zleblanc@illinois.edu), Canvas for course readings and grading, and finally Slack for additional discussions. You can **join our Slack team** and I will add you to our private class channel once you have joined.

My **Office Hours** will be virtual as well, and you can schedule a meeting with me **via Calendly link here** <https://calendly.com/zleblanc/chat-with-prof-zoe> . These meetings can be individual or group ones. I will do my best to reply to emails and Slack messages promptly, but I will be slower to respond to those that arrive beyond the normal working hours. Full disclosure, Slack will likely be quicker but also happy to communicate via email if you prefer.

Rule of thumb from here on out is when in doubt, ask questions and over-communicate!

Assessment

Incomplete grades*

An exceptional request for an incomplete grade is most often granted to students encountering a medical emergency or other extraordinary circumstances beyond their control. Students must request an incomplete grade from the instructor. The instructor and student will agree on a due date for completion of coursework. The student must submit an Incomplete Form signed by the student, the instructor, and the student's academic advisor to the front office:

<https://uofi.app.box.com/v/ISIncompleteForm>

³ The concept of an information overload day is inspired and adapted from Ryan Cordell's Building A Better Book Syllabus <https://f19bbb.ryanecordell.org/policies/>

Please see the Student Code for full details: <http://studentcode.illinois.edu/article3/part1/3-104/>

Grading Scale*

97-100 = A+
94-96 = A
90-93 = A-
87-89 = B+
83-86 = B
80-82 = B-
77-79 = C+
73-76 = C
70-72 = C-
67-69 = D+
63-66 = D
60-62 = D-
59 and below = F

Academic Integrity*

The iSchool has the responsibility for maintaining academic integrity to protect the quality of education and research in our school and to protect those who depend on our integrity. Consequences of academic integrity infractions may be serious, ranging from a written warning to a failing grade for the course or dismissal from the University. See the student code for academic integrity requirements: <http://studentcode.illinois.edu/article1/part4/1-401/>

Long story, short: don't cheat. If you need help, see the instructor. I would rather you turn in work late, than have you plagiarize materials and be in the position of having to report you for violating the student code.

We'll discuss what constitutes plagiarism for the course (it gets thorny around coding sometimes), but a good rule of thumb is to cite as much as possible. All scholarship is a collective endeavor, and acknowledging those whose work has influenced you is both intellectually and politically imperative.

Sara Ahmed writes that citation serves as feminist bricks and feminist memory: "Citation is how we acknowledge our debt to those who came before; those who helped us find our way when the way was obscured because we deviated from the paths we were told to follow. In this book, I cite feminists of color who have contributed to the project of naming and dismantling the institutions of patriarchal whiteness" (Ahmed 17). Acknowledging and establishing feminist genealogies is part of the work of producing more just forms of knowledge and intellectual practice. —Beverly Weber, Digital Feminist Collective⁴

⁴ Beverly Weber, "The Politics of Citation" *Digital Feminist Collective* <https://digitalfeministcollective.net/index.php/2018/01/13/the-politics-of-citation/> and Ahmed, Sara. *Living a Feminist Life*. Duke University Press Books, 2017.

Statement of Inclusion*

As the state's premier public university, the University of Illinois at Urbana-Champaign's core mission is to serve the interests of the diverse people of the state of Illinois and beyond. The institution thus values inclusion and a pluralistic learning and research environment, one which we respect the varied perspectives and lived experiences of a diverse community and global workforce. We support diversity of worldviews, histories, and cultural knowledge across a range of social groups including race, ethnicity, gender identity, sexual orientation, abilities, economic class, religion, and their intersections.

Religious Observances*

In keeping with our Statement of Inclusion and Illinois law, the University is required to reasonably accommodate its students' religious beliefs, observances, and practices in regard to admissions, class attendance, and the scheduling of examinations and work requirements.

If you anticipate the need for an accommodation, please communicate with your instructor in the first two weeks of class. If you are an undergraduate student and your instructor requires an absence letter, you must fill out the Religious Observance Accommodation Request form:

<https://odos.illinois.edu/community-of-care/resources/students/religious-observances/>

Other accommodations may also be available.

Accessibility Statement*

To ensure disability-related concerns are properly addressed from the beginning of the semester, I request that students with disabilities who require assistance to participate in this class contact me as soon as possible to discuss your needs and any concerns you may have. The University of Illinois may be able to provide additional resources to assist you in your studies through the office of Disability Resources and Educational Services (DRES). This office can assist you with disability-related academic adjustments and/or auxiliary aids. Please contact them as soon as possible by visiting the office in person: 1207 S. Oak St., Champaign; visiting the website:

<http://disability.illinois.edu>; calling (217) 333-4603 (V/TTY); or via e-mail disability@illinois.edu.

NOTE: I do not require a letter from DRES to discuss your requested accommodations.

Mental Health Resources*

Diminished mental health, including significant stress, mood changes, excessive worry, substance/alcohol abuse, or problems with eating and/or sleeping can interfere with optimal academic performance, social development, and emotional wellbeing. The University of Illinois offers a variety of confidential services including individual and group counseling, crisis intervention, psychiatric services, and specialized screenings at no additional cost. If you or someone you know experiences any of the above mental health concerns, it is strongly encouraged to contact or visit any of the University's resources provided below. Getting help is a smart and courageous thing to do – for yourself and for those who care about you. Counseling Center: 217-333-3704, 610 East John Street Champaign, IL 61820 McKinley Health Center: 217-333-2700, 1109 South Lincoln Avenue, Urbana, Illinois 61801. The counseling center has resources for all students even if they are not located in Illinois.

Land acknowledgement Statement*

Adopted by the University of Illinois in 2018

More information: https://chancellor.illinois.edu/land_acknowledgement.html

I/We would like to begin today by recognizing and acknowledging that we are on the lands of the Peoria, Kaskaskia, Piankashaw, Wea, Miami, Mascoutin, Odawa, Sauk, Mesquaki, Kickapoo, Potawatomi, Ojibwe, and Chickasaw Nations. These lands were the traditional territory of these Native Nations prior to their forced removal; these lands continue to carry the stories of these Nations and their struggles for survival and identity.

As a land-grant institution, the University of Illinois has a particular responsibility to acknowledge the peoples of these lands, as well as the histories of dispossession that have allowed for the growth of this institution for the past 150 years. We are also obligated to reflect on and actively address these histories and the role that this university has played in shaping them. This acknowledgement and the centering of Native peoples is a start as we move forward for the next 150 years.

Course Schedule

The schedule will be finalized after our first meeting, but it will involve combining three thematic threads:

- The experience of developing a research project around culture at scale: How do we develop computational narratives in the humanities? How do you develop a research question? How do you develop appropriate and relevant methods? How do you interpret these results and what data do you use? How do you integrate narrative with interpretation?
- Historical development of culture at scale: How has computation been deployed/leveraged in the humanities historically? How have various subfields theorized and worked with computation and data? How have these frameworks/theories shaped the types of knowledge claims that scholars have and can make? What are the limitations and criticisms of these approaches?
- Evaluating methodological and theoretical trends and practices for working with culture at scale: How have the developments across data and computation shifted the methods used in the humanities? Can we look across sub fields and disciplines to see meta level trends? How can we approach data and computational methods in ways that view them as holistically connected?

Notes on reading the schedule and assigned materials

This course is somewhat unique in that we are not focused on one domain or discipline, or one set of methods, which means we do not have a more traditional course schedule. I have initially selected materials around broad themes for each week, but these are mostly suggestions and will likely be altered depending on the interests of whomever is leading discussion and our collective interests. There

are general framing questions that we will discuss each week that are listed below. These questions transcend the assigned materials and are intended to help us both work through larger meta-issues in working with culture at scale, and also consider how we will deal with these issues in our respective research projects. Many of these questions could be entire courses on their own, so we will engage with them as much as possible, as well as our weekly case studies and theoretical readings.

When leading discussions, students are welcome to engage with these questions but are primarily responsible for discussions relating to the assigned materials. My tentative plan for seminar discussions is that we will spend most of the session discussing the assigned materials, but then reserve some time towards the end of the seminar for discussing these framing questions, as well as any methodological or project questions students may have. I want to emphasize that this is a *tentative* plan and will largely depend on student participation and input.

You will also notice that on our schedule we have different categories of assigned materials: core and background, as well as applied and theoretical. The first binary is my attempt to manage the scope of readings for this course, while at the same time pointing you to relevant materials for further research. You are only required to read **core materials** but are welcome to bring in any background material to discussions as well. The second binary is a bit hazier and is mostly to indicate to you the ways that you should expect to engage with the assigned readings. *Applied* readings will likely be examples of scholars using computation to make knowledge claims about culture, whereas *theoretical* readings are more likely to be arguments both for and against culture at scale. Some theoretical readings will include code and datasets, and some applied readings will also have theoretical and intellectual arguments as well.

Week to Week Schedule

1. Introductions and ~~First~~ Next Steps Jan 23, 2023

General Framing Questions:

What is culture at scale? How do we make knowledge claims about culture and the past? How have we in the past? Why does scale matter? What changed once we had scale? What are the origins of these practices, whether known as Cultural Analytics or something else?

Assigned Readings:

Core Theoretical Materials

- Piper, Andrew. "There Will Be Numbers." Journal of Cultural Analytics 1, no. 1 (May 23, 2016). <https://doi.org/10.22148/16.006>.
- Robertson, Stephen, and Lincoln A. Mullen. "Arguing with Digital History: Patterns of Historical Interpretation," Journal of Social History 54, no. 4 (2021): 1005–1022, <https://model-articles.rchnm.org/articles/introduction/> (Make sure you use this link and not the version from the journal)

Background Theoretical Materials

- Milic, Louis T. "The Next Step." Computers and the Humanities 1, no. 1 (1966): 3–6. (Available via the UIUC Library)
- Manovich, Lev. 2016. "The Science of Culture? Social Computing, Digital Humanities and Cultural Analytics." Journal of Cultural Analytics 1 (1). <https://doi.org/10.22148/16.004>
- Michael Piotrowski and Mateusz Fafinski (2020). "Nothing new under the sun? Computational humanities and the methodology of history". In: CHR2020: Proceedings of the Workshop on Computational Humanities Research (Amsterdam, Nov. 18–20, 2020). CEUR Workshop Proceedings, pp. 171–181. URL: <http://ceur-ws.org/Vol-2723/short16.pdf>

Core Applied Materials

- Sanderman, Erin, Deb Verhoeven, and Laura Mandell. "The 21°3'N of Separation of the Journal of Cultural Analytics: Mapping the First Five Years | Published by Journal of Cultural Analytics," 2021. <https://culturalanalytics.org/post/1144-the-21-3-n-of-separation-of-the-journal-of-cultural-analytics-mapping-the-first-five-years>

Background Applied Materials

Assignments:

- Come prepared to both introduce themselves (your background, research interests, etc...) and also an area/question they hope to work with during the course. I realize this might be a bit disconcerting for the first week of class, but I do not expect you to have a fully polished research question. Rather, we just want to get started on the research project as soon as possible.

2. Arguments and Algorithms: Theories Jan 30, 2023

General Framing Questions:

How has mass digitization and the digital age made culture at scale a possibility? How do we start to frame hypotheses and think with scale? Where do we find data and how do we create it? What sorts of arguments can we make about culture with data? How do we balance domain with method when developing a research question?

Assigned Readings:

Core Theoretical Materials

- ~~Chapter 1 "An Algorithmic Criticism" Ramsay, Stephen. *Reading Machines: Toward an Algorithmic Criticism*. University of Illinois Press, 2014.~~
~~<https://www.jstor.org/stable/10.5406/j.ctt1xcmrr>~~

Background Theoretical Materials

- Jockers, Matthew L. *Macroanalysis: Digital Methods and Literary History*. University of Illinois Press, 2013. <https://www.jstor.org/stable/10.5406/j.ctt2jcc3m>.

Core Applied Materials

- ~~Kleymann, Rabea, Andreas Nickler, and Manuel Burghardt. "Conceptual Forays: A Corpus-Based Study of 'Theory' in Digital Humanities Journals." *Journal of Cultural Analytics* 7, no. 4 (December 19, 2022). <https://doi.org/10.22148/001c.55507>
 - Code for Conceptual Forays https://github.com/theory-in-dh/conceptual_forays~~- Nguyen, Dong, Maria Liakata, Simon DeDeo, Jacob Eisenstein, David Mimno, Rebekah Tromble, and Jane Winters. "How We Do Things with Words: Analyzing Text as Social and Cultural Data." *Frontiers in Artificial Intelligence* 3 (August 25, 2020): 62. <https://doi.org/10.3389/frai.2020.00062>

Background Applied Materials

- Spinaci, Gianmarco, Giovanni Colavizza, and Silvio Peroni. "A Map of Digital Humanities Research across Bibliographic Data Sources." *Digital Scholarship in the Humanities* 37, no. 4 (December 1, 2022): 1254–68. <https://doi.org/10.1093/llc/fqac016>.
- Michel, Jean-Baptiste, Yuan Kui Shen, Aviva Presser Aiden, Adrian Veres, Matthew K. Gray, THE GOOGLE BOOKS TEAM, Joseph P. Pickett, et al. "Quantitative Analysis of Culture Using Millions of Digitized Books." *Science* 331, no. 6014 (January 14, 2011): 176–82. <https://doi.org/10.1126/science.1199644>.
- Underwood, Ted. "Do Humanists Get Their Ideas from Anything at All?" The Stone and the Shell (blog), January 24, 2012. <https://tedunderwood.com/2012/01/24/discovery-and-hypothesis-testing/>.
- Weingart, Scott. "Argument Clinic – Scottbot.Net," January 22, 2022. <https://web.archive.org/web/20220122103133/http://scottbot.net/argument-clinic/>

3. Close and Distant: Genre Feb 6, 2023

General Framing Questions:

How does scale complement and contrast non-scalable methods for working with cultural materials? How can we start to explore datasets but also operationalize hypotheses? How do we start to turn culture into machine-readable data and what is gained/lost in this process?

Assigned Readings:

Core Theoretical Materials

- Chapter 1 "Abstraction, Singularity, Textuality: The Equivalence of "Close" and "Distant" Reading" in Bode, Katherine. *A World of Fiction: Digital Collections and the Future of Literary History*. University of Michigan Press, 2018. <https://www.jstor.org/stable/j.ctvdtpj1d>.
- Chapter 1 "An Algorithmic Criticism" Ramsay, Stephen. *Reading Machines: Toward an Algorithmic Criticism*. University of Illinois Press, 2011. <https://www.jstor.org/stable/10.5406/j.ctt1xcmrr>

Background Theoretical Materials

- Underwood, Ted. “A Genealogy of Distant Reading.” *Digital Humanities Quarterly* 011, no. 2 (June 27, 2017). <http://www.digitalhumanities.org/dhq/vol/11/2/000317/000317.html>
- Sinykin, Dan. “Distant Reading and Literary Knowledge.” Post45 (blog), May 6, 2019. <https://post45.org/2019/05/distant-reading-and-literary-knowledge/> (and the entire cluster is fantastic).

Core Applied Materials

- “Preface, Chapters 2 & 5.” Underwood, Ted. *Distant Horizons: Digital Evidence and Literary Change*. University of Chicago Press, 2019. (Available on Canvas, Chapter 1 optional)
 - Code for Chapter 2
<https://github.com/tedunderwood/horizon/tree/master/chapter2>
- Kleymann, Rabea, Andreas Nickler, and Manuel Burghardt. “Conceptual Forays: A Corpus-Based Study of ‘Theory’ in Digital Humanities Journals.” *Journal of Cultural Analytics* 7, no. 4 (December 19, 2022). <https://doi.org/10.22148/001c.55507>
 - Code for Conceptual Forays https://github.com/theory-in-dh/conceptual_forays
- Nguyen, Dong, Maria Liakata, Simon DeDeo, Jacob Eisenstein, David Mimno, Rebekah Tromble, and Jane Winters. “How We Do Things with Words: Analyzing Text as Social and Cultural Data.” *Frontiers in Artificial Intelligence* 3 (August 25, 2020): 62.
<https://doi.org/10.3389/frai.2020.00062>

Background Applied Materials

- Underwood, Ted. “The Life Cycles of Genres.” *Journal of Cultural Analytics* 2, no. 2 (May 23, 2016). <https://doi.org/10.22148/16.005>.
- Sharma, Aniruddha, Yuerong Hu, Peizhen Wu, Wenyi Shang, Shubhangi Singhal, and Ted Underwood. “The Rise and Fall of Genre Differentiation in English-Language Fiction: 1st Workshop on Computational Humanities Research, CHR 2020.” *CEUR Workshop Proceedings* 2723 (2020): 97–114. <https://ceur-ws.org/Vol-2723/long27.pdf>
- Allison, Sarah, Matthew Jockers, Ryan Heuser, Franco Moretti, and Michael Witmore. “Quantitative Formalism: An Experiment.” *Literary Lab*, 2011.
<https://litlab.stanford.edu/LiteraryLabPamphlet1.pdf>.

4. Models and Measurements: Race Feb 13, 2023

General Framing Questions:

How can we further transform datasets to answer our questions? How can we turn our questions into models? What are models? How do we deal with minimizing information loss and maximizing algorithmic power? How do we use current methods but make them work for our purposes? How much do we care about statistics?

Core Theoretical Materials

- So, Richard Jean. “All Models Are Wrong.” *PMLA* 132, no. 3 (May 2017): 668–73.
<https://doi.org/10.1632/pmla.2017.132.3.668>.
- Levy-Eichel, Mordechai, and Daniel Scheinerman. “Digital Humanists Need to Learn How to Count.” *Chronicle of Higher Education*, May 17, 2022.
<https://www.chronicle.com/article/digital-humanists-need-to-learn-how-to-count>

Background Theoretical Materials

- Breiman, Leo. “Statistical Modeling: The Two Cultures (with Comments and a Rejoinder by the Author).” *Statistical Science* 16, no. 3 (August 2001): 199–231.
<https://doi.org/10.1214/ss/1009213726>.
- McGrath, Laura B. “Charisma (Embodiment): A Response to Tess McNulty.” Post45 (blog), May 7, 2019. <https://post45.org/2019/05/charisma-embodiment-a-response-to-tess-mcnulty>

Core Applied Materials

- So, Richard Jean. *Redlining Culture: A Data History of Racial Inequality and Postwar Fiction*. Columbia University Press, 2020. (Available on Canvas)

Background Applied Materials

- Henley, Amanda, Matt Jansen, Lorin Bruckner, Neil Byers, and Rucha Dalwadi. “On the Books: Jim Crow and Algorithms of Resistance White Paper,” August 31, 2020.
<https://doi.org/10.17615/hvz4-sr14>.
- So, Richard Jean, Hoyt Long, and Yuancheng Zhu. “Race, Writing, and Computation: Racial Difference and the US Novel, 1880-2000.” *Journal of Cultural Analytics* 3, no. 2 (January 11, 2019). <https://doi.org/10.22148/16.031>.
- Bamman, David. “LitBank: Born-Literary Natural Language Processing.” In Computational Humanities Research, 2020.
https://people.ischool.berkeley.edu/~dbamman/pubs/pdf/Bamman_DH_Debates_Comp_Hum.pdf

5. Vectors and Clusters: Publishing Feb 20, 2023

General Framing Questions:

How can we represent culture in space? What are the benefits of high dimensional spaces and the challenges of dimensionality reduction? How well do unsupervised or off-the-shelf methods find patterns? How much validation work should we do with these methods?

Core Theoretical Materials

- Klein, Lauren F. "Dimensions of Scale: Invisible Labor, Editorial Work, and the Future of Quantitative Literary Studies." *PMLA* 135, no. 1 (January 2020): 23–39. <https://doi.org/10.1632/pmla.2020.135.1.23>.
- Gavin, Michael, Colin Jennings, Lauren Kersey, and Brad Pasanek. "Spaces of Meaning: Conceptual History, Vector Semantics, and Close Reading." In *Debates in the Digital Humanities*, 2019. <https://dhdebates.gc.cuny.edu/read/untitled-f2acf72c-a469-49d8-be35-67f9ac1e3a60/section/4ce82b33-120f-423f-ba4c-40620913b305#ch21>

Background Theoretical Materials

- Chang, Kent K., and Simon DeDeo. "Divergence and the Complexity of Difference in Text and Culture." *Journal of Cultural Analytics* 5, no. 2 (October 7, 2020). <https://doi.org/10.22148/001c.17585>.
- Schmidt, Ben. "Sapping Attention: When You Have a MALLET, Everything Looks like a Nail." Sapping Attention (blog), November 2, 2012. <http://sappingattention.blogspot.com/2012/11/when-you-have-mallet-everything-looks.html>.
- Underwood, Ted. "Topic Modeling Made Just Simple Enough." The Stone and the Shell (blog), April 7, 2012. <https://tedunderwood.com/2012/04/07/topic-modeling-made-just-simple-enough/>.
- Walsh, Melanie. "Where Is All the Book Data?" Public Books (blog), October 4, 2022. <https://www.publicbooks.org/where-is-all-the-book-data/>.

Core Applied Materials

- Sinykin, Dan, and Edwin Roland. "Against Conglomeration." *Journal of Cultural Analytics* 6, no. 2 (April 20, 2021). <https://doi.org/10.22148/001c.22331>.
 - Sinykin, Daniel; Edwin Roland, 2021, "Replication Data for: Against Conglomeration", <https://doi.org/10.7910/DVN/EUPMKL> , Harvard Dataverse, V1
- McNulty, Tess. "Content-Era Ethics." *Journal of Cultural Analytics* 6, no. 2 (April 20, 2021). <https://doi.org/10.22148/001c.22220>.
 - McNulty, Tess, 2021, "Replication Data for: Content-Era Ethics", <https://doi.org/10.7910/DVN/S3DFCU> , Harvard Dataverse, V1

Background Applied Materials

- Manshel, Alexander, Laura B. McGrath, and J. D. Porter. "Who Cares about Literary Prizes?" Public Books (blog), September 3, 2019. <https://www.publicbooks.org/who-cares-about-literary-prizes/>.
- Walsh, Melanie, and Maria Antoniak. "The Goodreads 'Classics': A Computational Study of Readers, Amazon, and Crowdsourced Amateur Criticism." *Journal of Cultural Analytics* 6, no. 2 (April 20, 2021). <https://doi.org/10.22148/001c.22221>.
- Schmidt, Benjamin. "Stable Random Projection: Lightweight, General-Purpose Dimensionality Reduction for Digitized Libraries." *Journal of Cultural Analytics* 3, no. 1 (October 3, 2018). <https://doi.org/10.22148/16.025>.

6. Similarities and Distances: Laws Feb 27, 2023

General Framing Questions:

How can we aggregate data to find patterns? How do we know certain patterns are meaningful? How can we find similarities and differences in our results? How do we define these terms and what do we consider statistically meaningful and at the same time interesting to our domain areas?

Core Theoretical Materials

- Schmidt, Ben. “Two Volumes: The Lessons of Time on the Cross.” Ben Schmidt, December 5, 2019. <https://benschmidt.org/post/2019-12-05-totc/2019-aha/>.
- Ruggles, Steven. “The Revival of Quantification: Reflections on Old New Histories.” *Social Science History* 45, no. 1 (2021): 1–25. <https://doi.org/10.1017/ssh.2020.44>.

Background Theoretical Materials

- Braudel, Fernand, and Immanuel Wallerstein. “History and the Social Sciences: The Longue Durée.” *Review (Fernand Braudel Center)* 32, no. 2 (2009): 171–203. <http://www.jstor.org/stable/40647704>
- Guldi, Jo, and David Armitage. *The History Manifesto*. Cambridge: Cambridge University Press, 2014. <https://www.cambridge.org/core/books/history-manifesto/AC1A1EC711AE91A4F9004E7582D79AFD>.

Core Applied Materials

- Mullen, Lincoln A. *America’s Public Bible: A Commentary*. Stanford University Press, 2023. <https://americaspublishing.org>.
 - Code for America’s Public Bible <https://github.com/lmullen/americas-public-bible>
- Funk, Kellen, and Lincoln A. Mullen. “The Spine of American Law: Digital Text Analysis and U.S. Legal Practice (Annotated Version),” 2021. <https://doi.org/10.31835/ma.2021.07>.
 - Code for The Spine of American Law <https://github.com/lmullen/civil-procedure-codes/>

Background Applied Materials

- Tilton, Lauren, Taylor Arnold, and Courtney Rivard. *Layered Lives: Rhetoric and Representation in the Southern Life History Project*. Stanford University Press, 2022. <https://doi.org/10.21627/2022ll>.
- Beals, M. H. “Close Readings of Big Data: Triangulating Patterns of Textual Reappearance and Attribution in the Caledonian Mercury, 1820-1840 (Annotated Version),” 2021. <https://doi.org/10.31835/ma.2021.05>.

7. Categories and Classifications: Gender Mar 6, 2023

Review Piece Due

General Framing Questions:

How can we build models to categorize and classify culture? What is the power of prediction for understanding cultural trends? How can we use computation to understand cultural categories of the past and present?

Core Theoretical Materials

- Da, Nan Z. “The Computational Case against Computational Literary Studies.” *Critical Inquiry* 45, no. 3 (March 2019): 601–39. <https://doi.org/10.1086/702594>.
- Critical Inquiry. “Computational Literary Studies: A Critical Inquiry Online Forum,” March 31, 2019. Read the Bode, Finn, and Underwood responses (welcome to read more but we will focus on these ones for discussion) <https://critinq.wordpress.com/2019/03/31/computational-literary-studies-a-critical-inquiry-online-forum/>.

Background Theoretical Materials

- Mandell, Laura. “Gender and Cultural Analytics: Finding or Making Stereotypes?” In *Debates in the Digital Humanities*, 2019. <https://dhdebates.gc.cuny.edu/read/untitled-f2acf72c-a469-49d8-be35-67f9ac1e3a60/section/5d9c1b63-7b60-42dd-8cda-bde837f638f4>.

Core Applied Materials

- “Chapter 4 and Appendices” Underwood, Ted. *Distant Horizons: Digital Evidence and Literary Change*. University of Chicago Press, 2019. (Available on Canvas)
 - Code for *Distant Horizons* <https://github.com/tedunderwood/horizon/>

Background Applied Materials

- Underwood, Ted, David Bamman, and Sabrina Lee. “The Transformation of Gender in English-Language Fiction.” *Journal of Cultural Analytics* 3, no. 2 (February 13, 2018). <https://doi.org/10.22148/16.019>.
- Kraicer, Eve, and Andrew Piper. “Social Characters: The Hierarchy of Gender in Contemporary English-Language Fiction.” *Journal of Cultural Analytics* 3, no. 2 (January 30, 2019). <https://doi.org/10.22148/16.032>.
- Lucy, Li, and David Bamman. “Gender and Representation Bias in GPT-3 Generated Stories.” In *Proceedings of the Third Workshop on Narrative Understanding*, 48–55. Virtual: Association for Computational Linguistics, 2021. <https://doi.org/10.18653/v1/2021.nuse-1.5>.
- Blevins, Cameron, and Lincoln Mullen. “Jane, John ... Leslie? A Historical Method for Algorithmic Gender Prediction.” *Digital Humanities Quarterly* 009, no. 3 (December 23, 2015). <http://www.digitalhumanities.org/dhq/vol/9/3/000223/000223.html>.

- Cheng, Jonathan. “Fleshing Out Models of Gender in English-Language Novels (1850 – 2000).” *Journal of Cultural Analytics* 5, no. 1 (January 29, 2020). <https://doi.org/10.22148/001c.11652>.
 - Cheng, Jonathan, 2020, "Replication Data for: Fleshing Out Models of Gender in English-Language Novels", <https://doi.org/10.7910/DVN/QUGW8V>, Harvard Dataverse, V1

8. SPRING BREAK Mar 13, 2023

9. Speculation and Prediction: Networks Mar 20, 2023

General Framing Questions:

How can we study and predict the past with scale? How can speculation be used to understand culture? How can computation create and uncover connections?

Core Theoretical Materials

- "Viral Textuality" and "Textual Criticism as Language Modeling" in Cordell, Ryan, David A. Smith, Abby Mullen, Jonathan D. Fitzgerald, and Avery Blankenship. *Going the Rounds*. University of Minnesota Press, 2022. <https://manifold.umn.edu/projects/going-the-rounds>.

Background Theoretical Materials

- Ahnert, Ruth, Sebastian E. Ahnert, Catherine Nicole Coleman, and Scott B. Weingart. “The Network Turn: Changing Perspectives in the Humanities.” *Elements in Publishing and Book Culture*, December 2020. <https://doi.org/10.1017/9781108866804>.

Core Applied Materials

- Soni, Sandeep, Lauren F. Klein, and Jacob Eisenstein. “Abolitionist Networks: Modeling Language Change in Nineteenth-Century Activist Newspapers.” *Journal of Cultural Analytics* 6, no. 1 (January 18, 2021). <https://doi.org/10.22148/001c.18841>.
 - Code for Abolitionist Networks <https://github.com/sandeepsoni/semantic-leadership-network>
- Ahnert, Ruth, and Sebastian Ahnert. “Protestant Letter Networks in the Reign of Mary I: A Quantitative Approach (Annotated Version),” 2021. <https://doi.org/10.31835/ma.2021.04>.

Background Applied Materials

- Ryan, Yann C., and Sebastian E. Ahnert. “The Measure of the Archive: The Robustness of Network Analysis in Early Modern Correspondence.” *Journal of Cultural Analytics* 6, no. 3 (July 21, 2021). <https://doi.org/10.22148/001c.25943>.

- Ladd, John R. “Imaginative Networks: Tracing Connections Among Early Modern Book Dedications.” *Journal of Cultural Analytics* 6, no. 1 (March 30, 2021). <https://doi.org/10.22148/001c.21993>.
- Valeriola, Sébastien de. “Can Historians Trust Centrality? Historical Network Analysis and Centrality Metrics Robustness.” *Journal of Historical Network Research* 6, no. 1 (October 25, 2021). <https://doi.org/10.25517/jhnr.v6i1.105>.

10. Influence and Embeddings: Ideas Mar 27, 2023

General Framing Questions:

How do we incorporate the latest technological developments? How are these new infrastructures and architectures changing how we study culture at scale?

Core Theoretical Materials

- Nelson, Laura K. “Computational Grounded Theory: A Methodological Framework.” *Sociological Methods & Research* 49, no. 1 (February 1, 2020): 3–42. <https://doi.org/10.1177/0049124117729703>.
- Underwood, Ted. “Do Humanists Need BERT?” *The Stone and the Shell* (blog), July 15, 2019. <https://tedunderwood.com/2019/07/15/do-humanists-need-bert/>.

Background Theoretical Materials

- Antoniak, Maria, and David Mimno. “Evaluating the Stability of Embedding-Based Word Similarities.” *Transactions of the Association for Computational Linguistics* 6 (February 1, 2018): 107–19. https://doi.org/10.1162/tacl_a_00008.
- Underwood, Ted. “Mapping the Latent Spaces of Culture.” *Startwords*, no. 3 (August 2022). <https://doi.org/10.5281/zenodo.6567481>.

Core Applied Materials

- Underwood, Ted, Kevin Kiley, Wenyi Shang, and Stephen Vaisey. “Cohort Succession Explains Most Change in Literary Culture.” *Sociological Science* 9 (May 2, 2022): 184–205. <https://doi.org/10.15195/v9.a8>.
 - Code for Cohort Succession <https://github.com/tedunderwood/period-cohort>
- Vicinanza, Paul, Amir Goldberg, and Sameer B Srivastava. “A Deep-Learning Model of Prescient Ideas Demonstrates That They Emerge from the Periphery.” *PNAS Nexus* 2, no. 1 (January 1, 2023): pgac275. <https://doi.org/10.1093/pnasnexus/pgac275>.
 - Code for Prescient Ideas <https://github.com/pvicinanza/prescience>

Background Applied Materials

- Nelson, Laura K. “Leveraging the Alignment between Machine Learning and Intersectionality: Using Word Embeddings to Measure Intersectional Experiences of the Nineteenth Century U.S. South.” *Poetics, Measure Mobr Culture*, 88 (October 1, 2021): 101539. <https://doi.org/10.1016/j.poetic.2021.101539>

- Card, Dallas, Serina Chang, Chris Becker, Julia Mendelsohn, Rob Voigt, Leah Boustan, Ran Abramitzky, and Dan Jurafsky. “Computational Analysis of 140 Years of US Political Speeches Reveals More Positive but Increasingly Polarized Framing of Immigration.” *Proceedings of the National Academy of Sciences* 119, no. 31 (August 2, 2022): e2120510119. <https://doi.org/10.1073/pnas.2120510119>.
- Barron, Alexander T. J., Jenny Huang, Rebecca L. Spang, and Simon DeDeo. “Individuals, Institutions, and Innovation in the Debates of the French Revolution.” *Proceedings of the National Academy of Sciences* 115, no. 18 (May 2018): 4607–12. <https://doi.org/10.1073/pnas.1717729115>.

11. Viewing and Visible: Images Apr 3, 2023

General Framing Questions:

How do we deal with non-textual data? What are generative methods, and what are the tradeoffs for dealing with accuracy of our phenomenon of interest? How do we balance considerations of ownership and ethics with data driven research?

Core Theoretical Materials

- Arnold, Taylor, and Lauren Tilton. “Distant Viewing: Analyzing Large Visual Corpora.” *Digital Scholarship in the Humanities* 34, no. Supplement_1 (December 1, 2019): i3–16. <https://doi.org/10.1093/llc/fqz013>.
 - Code for Distant Viewing <https://github.com/distant-viewing/dvt>

Background Theoretical Materials

- Offert, Fabian, and Peter Bell. “Generative Digital Humanities,” 2020. <https://www.semanticscholar.org/paper/Generative-Digital-Humanities-Offert-Bell/e5aad6bd00c6518cf97c22be259c4c621370c7f>.
- Lang, Sabine, and Bjorn Ommer. “Transforming Information Into Knowledge: How Computational Methods Reshape Art History.” *Digital Humanities Quarterly* 15, no. 3 (2021). <http://www.digitalhumanities.org/dhq/vol/15/3/000560/000560.html>.

Core Applied Materials

- Thompson, Laure, and David Mimno. “Computational Cut-Ups: The Influence of Dada.” *The Journal of Modern Periodical Studies* 8, no. 2 (July 1, 2017): 179–95. <https://doi.org/10.5325/jmodeperistud.8.2.0179>.
- Arnold, Taylor, Lauren Tilton, and Annie Berke. “Visual Style in Two Network Era Sitcoms.” *Journal of Cultural Analytics* 4, no. 2 (July 19, 2019). <https://doi.org/10.22148/16.043>.
 - Arnold, Taylor, 2019, "Replication data for: "A Visual Style in Two Network Sitcoms" by Taylor Arnold, Lauren Tilton, and Annie Berke.", <https://doi.org/10.7910/DVN/S84TSX>, Harvard Dataverse, V1

Background Applied Materials

- Lee, Benjamin Charles Germain, Joshua Ortiz Baco, Sarah H. Salter, and Jim Casey. “Navigating the Mise-En-Page: Interpretive Machine Learning Approaches to the Visual Layouts of Multi-Ethnic Periodicals,” September 3, 2021. <https://doi.org/10.48550/arXiv.2109.01732>.
- Fyfe, Paul, and Qian Ge. “Image Analytics and the Nineteenth-Century Illustrated Newspaper.” *Journal of Cultural Analytics* 3, no. 1 (October 25, 2018). <https://doi.org/10.22148/16.026>.

12. Capitalism and Scalability: Movements Apr 10, 2023

General Framing Questions:

What are the limitations of culture at scale? How can we deal with missing-ness in our data? How can this work be beneficial for society, and at the same time how can we critically understand the political economy of scale? Is it possible to have scale without capitalism? What might that look like?

Core Theoretical Materials

- Tsing, Anna Lowenhaupt. “On Nonscalability: The Living World Is Not Amenable to Precision-Nested Scales.” *Common Knowledge* 18, no. 3 (August 1, 2012): 505–24. <https://doi.org/10.1215/0961754X-1630424>.
- Hanna, Alex, and Tina M. Park. “Against Scale: Provocations and Resistances to Scale Thinking,” October 17, 2020. <https://doi.org/10.48550/arXiv.2010.08850>.

Background Theoretical Materials

- Birhane, Abeba, Pratyusha Kalluri, Dallas Card, William Agnew, Ravit Dotan, and Michelle Bao. “The Values Encoded in Machine Learning Research.” In 2022 ACM Conference on Fairness, Accountability, and Transparency, 173–84. FAccT ’22. New York, NY, USA: Association for Computing Machinery, 2022. <https://doi.org/10.1145/3531146.3533083>.
- Pfotenhauer, Sebastian, Brice Laurent, Kyriaki Papageorgiou, and Jack Stilgoe. “The Politics of Scaling.” *Social Studies of Science* 52, no. 1 (February 1, 2022): 3–34. <https://doi.org/10.1177/03063127211048945>.
- Bender, Emily M., Timnit Gebru, Angelina McMillan-Major, and Shmargaret Shmitchell. “On the Dangers of Stochastic Parrots: Can Language Models Be Too Big? 🦜.” In Proceedings of the 2021 ACM Conference on Fairness, Accountability, and Transparency, 610–23. FAccT ’21. New York, NY, USA: Association for Computing Machinery, 2021. <https://doi.org/10.1145/3442188.3445922>.

Core Applied Materials

- Nelson, Laura K. “The Inequality of Intersectionalities in Chicago’s First-Wave Women’s Movement.” *Signs: Journal of Women in Culture and Society* 47, no. 4 (June 2022): 905–30. <https://doi.org/10.1086/718866>.

- Colavizza, Giovanni, Tobias Blanke, Charles Jeurgens, and Julia Noordegraaf. "Archives and AI: An Overview of Current Debates and Future Perspectives." *Journal on Computing and Cultural Heritage* 15, no. 1 (December 14, 2021): 4:1-4:15. <https://doi.org/10.1145/3479010>.

Background Applied Materials

- Underwood, Ted, and Richard Jean So. "Can We Map Culture?" *Journal of Cultural Analytics* 6, no. 3 (June 17, 2021). <https://doi.org/10.22148/001c.24911>.

13. Interactive and Persuasive: Collections Apr 17, 2023

General Framing Questions:

How do we visualize our results? What are meaningful visualizations and how can you integrate them into your narrative? Do you publish digitally or print?

Core Theoretical Materials

- Rettberg, Jill Walker. "Algorithmic Failure as a Humanities Methodology: Machine Learning's Mispredictions Identify Rich Cases for Qualitative Analysis." *Big Data & Society* 9, no. 2 (July 1, 2022): 20539517221131290. <https://doi.org/10.1177/20539517221131290>.
- Gabi, Kirilloff. "Computation as Context: New Approaches to the Close/Distant Reading Debate." *College Literature*, vol. 49 no. 1, 2022, p. 1-25. Project MUSE, doi:10.1353/lit.2022.0000.

Background Theoretical Materials

- Drucker, Johanna. "Humanities Approaches to Graphical Display." *Digital Humanities Quarterly* 005, no. 1 (March 10, 2011). <http://www.digitalhumanities.org/dhq/vol/5/1/000091/000091.html>.

Core Applied Materials

- "Introduction: In Pursuit of Theater's Digital Traces" Varela, Miguel Escobar. *Theater as Data: Computational Journeys into Theater Research*. University of Michigan Press, 2021. <https://doi.org/10.3998/mpub.11667458>.
- Schmidt, Benjamin. "A Guided Tour of the Digital Library," August 29, 2018. <http://creatingdata.us/datasets/hathi-features/>.

Background Applied Materials

- Colavizza, Giovanni, Iain Hrynaszkiewicz, Isla Staden, Kirstie Whitaker, and Barbara McGillivray. "The Citation Advantage of Linking Publications to Research Data." *PLOS ONE* 15, no. 4 (April 22, 2020): e0230416. <https://doi.org/10.1371/journal.pone.0230416>.
- McGillivray, Barbara, Paola Marongiu, Nilo Pedrazzini, Marton Ribary, Mandy Wigdorowitz, and Eleonora Zordan. "Deep Impact: A Study on the Impact of Data Papers and Datasets

in the Humanities and Social Sciences.” Publications 10, no. 4 (December 2022): 39.
<https://doi.org/10.3390/publications10040039>.

14. Plots: Narratives and Storytellings Apr 24, 2023

Student Presentations

General Framing Questions:

How do we tell stories with our data? How do we give constructive feedback? How do we balance what we have achieved with what we hoped to achieve? How do we balance explaining knowledge claims with detailing methods and data selection?

No assigned materials

15. Presentations: Interpretations and ~~Final~~ Future Steps May 1, 2023

Student Presentations

General Framing Questions:

What are our next steps with our projects? How do we document what we have and explain future directions? What is the relationship between coding documentation and written publications?

No assigned materials