IS578 Draft Syllabus

📅 Course Metadata:

Full Course Title:

Introduction to Digital Humanities: An Exploration in Culture as Data and Data Cultures

Course Number: IS 578

Semester Year: Fall 2021

Class Time: Thursdays 3:00pm-4:55 pm CST

Classroom: Zoom Links forthcoming

Instructor: Zoe LeBlanc

Email: zleblanc@illinois.edu

Course Website: Currently Moodle (additional URL forthcoming)

Office Hours: Tuesday 4-5pm and Wednesday 10-11am (message me on Slack if you are in the waiting room)

📝 Course Description:

Currently the iSchool catalogue lists this following course description:

> Will look at some of the history of digital humanities, examine some case studies of digital tools and methods applied to humanities material in the context of research, and consider the implications of such projects for libraries, both in terms of providing support to their creators and in terms of collecting the results. This course considers fundamental concepts and common technologies to understand how they enable and constrain digital scholarship in the humanities, and to explore the abundant opportunities and challenges that digital projects pose for libraries. Through lectures, discussion, and hands-on use of digital tools and humanities data, students will gain familiarity with the shape and prominent features of the extensive landscape of digital humanities research, along with some of the basic skills required to navigate it.

This isn't necessarily wrong, but not quite accurate for this version of Intro to DH.

So, here's the questions that are really at the heart of this course: **what does it mean to create a dataset for humanities research, how do we represent and study culture as data, and what is the data culture(s) of DH and humanities more broadly?**

If you google these first questions, the answer might seem obvious, with tutorials, blog posts, and lib-guides telling you how to process and store your data. But many of these resources make assumptions about what you mean by the term data (or dataset, database, etc...) and what you hope to achieve with your data. Instead of accepting these assumptions, this course will interrogate them as both emerging epistemologies and research practices to understand how "data" is transforming knowledge production in the humanities - in effect creating a new data culture in DH.

This course begins with an exploration of how humanists have theorized "data" both as a concept and research methodology. From this foundation, we will then trace some of the longer historical trends in DH around datasets, from debates over standards to how best to sustain digital materials. The ultimate goals here are to:

- historicize and disambiguate how we discuss data in digital humanities.
- examine how data is creating new and reifying existing power relations in academia.
- experiment with current data practices and the ways we study culture digitally.
- and critically and carefully undertake data-driven research (whether by creating new ways of exploring data à la Collections as Data *or* by creating new datasets outright *or* by studying data practices in the humanities)

Rather than starting with computational methods, this course instead puts first the often sidelined, but arguably more influential "data work" (whether digitization, cleaning, curating, etc...) that makes these methods possible (though students will have to opportunity to explore the blurriness between data and methods through learning some coding as well).

Why focus on data and not the perennial question of "what is Digital Humanities"? While we will still engage with this question, these disciplinary debates, though important, often require not only subject expertise but are also mediated by local institutional forces (case in point consider why DH labs exist in some universities and not others). But with the analytical and practical lens of data, we can not only explore the "Big Tent" of DH, but we can also understand how these debates expand far beyond the boundaries of the humanities. Ultimately, whether we like it or not, data has become one of the most influential forces on most campuses, even if the hype surrounding it is rarely as transformational as professed. Rather than simply accepting this status quo, this course will both introduce students to new ways of thinking about and creating humanities data, and consequently, also new ways for envisioning the future of data and its related praxis both within Digital Humanities and beyond.

🚀 Overall Learning Objectives:

- Gain an overview of humanities-specific theorizations of data, along with histories of and current debates in digital humanities around data.
- Understand the multiplicities of data work in DH and how this work is distributed and valued in academia, from making and maintaining datasets for humanities and DH research to data cleaning and interpretation with DH tools.
- Undertake an initial DH research projects that students, should they choose, would eventually be publishable, whether as digital projects or research articles

🗺️ Assignments:

👣 Assignments as Graduate Student and Choosing Your Own Intellectual Adventure

What does it mean to do "assignments" as a graduate student? Hopefully you have enrolled in this course because something about Digital Humanities intrinsically interests you and are committed to growing intellectually and methodologically over the course of this semester. So, these assignments are less about me evaluating or motivating you and more about introducing you to new materials and scaffolding synthesizing this content with opportunities to engage in research meaningful to you and other Digital Humanists.

In most graduate level courses, these assignments would usually culminate in an extended essay, intended to become a dissertation or thesis chapter. However, research in Digital Humanities does not always fit so neatly into a paper.

Rather than trying to a priori make this decision for you about your interests, I want to offer a bit of Choose Your Own Intellectual Adventure approach when it comes to our assignments for this course (especially since we have a fairly heterogeneous cohort). I realize that can be disconcerting, as much as it can be exciting or freeing. So, I will be meeting with you virtually throughout the semester (and especially in our initial weeks) to help you chart your trajectory.

The main question you will need to answer early on is what sorts of methodological approaches you want to pursue in the course. At one end of our spectrum (or high dimensional space if you will) is learning to code, and over the course of the semester I will provide both coding lessons and assignments (primarily in exploratory data analysis in Python and data visualization in JavaScript). However, coding is just one way of undertaking DH research. You might be more interested in working with DH tools (though how we define a tool in DH is rather nebulous and can often include coding!), in which case you might want to experiment with many of the off-the-shelf tools designed for DH research. Finally, you might be interested in pursuing more sociological research on how digital humanists' data practices, in which case you might need only something like Excel or a qualitative coding software. All these paths are valid and valued in this course, and also present differing but significant intellectual challenges, so truly the choice is yours!

So how does this look in practical terms?

🗣️ Weekly Participation 30%

Since we are in a seminar, weekly participation is a core component of our experience. However, because we are meeting virtually on Zoom, we cannot simply have normal discussions. Instead, weekly participation will be based on a combination of virtual *live* and *offline* participation.

Live participation will be during our Zoom meetings where I will expect you to contribute to discussion each week (drawing from readings and assigned exercises). To help facilitate our discussions we will use the chat and raise hand functionality, and in regard to video, I would request that if you can please have your video on (though I understand that life happens, and it can be tricky finding good video spaces from home).

Our offline online participation will happen through two mechanisms. First, you will be required to contribute to our weekly collective notes. We will share this document as a Google doc (unless Moodle has this functionality) and you will be asked to provide questions, reflections, and quotes from our readings to serve as the basis for our discussion by 5pm CST the Wednesday before class (excepting the first and final week of classes). You are also encouraged to share relevant materials for that week's readings in the document (anything from tweets and TikToks to newly published scholarship) and to comment on one another's posts. The goal of this collective pre-discussion is to both help us prepare for our live sessions and to generate a sort of collective annotated bibliography/brainstorming resource that you can use for your two larger assignments and after the course as well.[1]

The second way you will participate offline is through completing selected additional assignments, tailored to your "adventure." These will take the form of either:

- Selected coding lessons and assignments with an emphasis on pair programming and fundamentals of exploratory data analysis and web visualization.
- Selected experiments in digital humanities off-the-shelf tools, where you will learn to critically utilize these tools.
- Selected readings to further your understanding of some of the subfields of DH and their respective data cultures.

We'll discuss the time commitment and level of depth for each of these on a week-by-week basis, but generally you will be expected to engage with all assigned material and activities prior to our weekly seminar meeting.

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[1] This idea for collective notetaking was inspired by Meredith Martin and Rebecca Munson's Syllabus Literature, Data, and Interpretation from Princeton Spring 2021.

🔎 Data Biography/DH Project Review 20%

Over the course of our first few weeks, we will be discussing both the concept of data biographies (scroll down to week 3 for more relevant readings) and reviewing several DH projects. Using these materials as basis you will develop a 4-5 double-spaced pages review, along the following options:

In roughly 4-5 double-spaced pages, you will produce one of the following options:

- Similar to the *Journal of Cultural Analytics* or *Journal of Open Humanities Data* articles, produce a biography of a dataset that exists. This "biography" will detail the metadata and provenance of this dataset, as well as critically examine its limitations and interpretative choices baked into its structures, and how this shapes its utility for scholars. **This path is a great option for those interested in creating and documenting datasets, whether for working with collections or their own research topic (likely as a dataset article or supporting existing collections' documentation).**
- Alternatively, you might be interested in undertaking a more historical and speculative examination, similar to Mimi Onuoha's *Missing Datasets*. In which case, you should detail a dataset that has either been destroyed or was never created and situate its history within our readings on data cultures in the humanities. **This path is a great option for those interested in theorizing data and data cultures in the humanities (ideally with those with some background in a humanities subfield who want to produce a research article).**
- Finally, if you're particularly interested in one or more DH tools, projects, or methods, you can structure your review through comparing the ways these "tools" process and interpret datasets. Drawing from examples in *Reviews in DH*, you should include detailed explanations of how users utilize these tools and the assumptions baked into them regarding how data will be formatted. **This path is a great option for those interested in building new data interfaces or tutorials for experimenting with DH methods to generate humanities research (likely on the path to a digital project or data-driven analysis).**

While I have outlined three set paths, I will also be open to proposals for ones that are not listed here or that blend these approaches. In our initial meetings, I will also be helping you try and identify which path might be a good fit. Ideally you should be thinking about how this assignment can be the basis for your final project, which will give you a chance to start building your own DH project.[2]

💾 Final Project: Culture/Collections as Data OR Data Cultures & Collections 50%

Expanding from your initial biography/review project, this final project is a chance to start building a DH research project, whether you're interested in pursuing a more theoretical assessment of data cultures and collections or crafting humanities arguments with data or creating new digital projects

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[2] This assignment was inspired and adapted from <u>John Ladd's Digital Project Review</u> and <u>Sierra Eckert's Data Biography</u>

and datasets. While called a final project, it is more of a final process, with the grade distribution as follows:

- initial project proposal 10%

Guidelines for Initial Project Proposal

Your initial project proposal should be a combination of outlining your proposed focus for the final project (what are your initial project goals, what are you trying to create or study, and why this topic?), outlining the work you propose to undertake (how will you tackle this project and why have you organized it as such? What methods and data do you plan to use and how will you communicate your results?), and explaining your initial goals of this project in relation to the readings and topics we have discussed in class (what are the scholarly goals of your project and how would you situate your project in relation to digital humanities? Who are your audiences and what scholarship does your research draw upon and further?).

The proposal should be 2-3 pages double spaced and can contain tables, graphs, bullet points, or any other format that will help you outline the goals and plan for this project. Ultimately, this proposal should lay the groundwork for your project and will serve as your blueprint for the next few weeks of research.

- work-in-progress review 5%

Guidelines for Works-In-Progress Review Presentations

You will demo your project and explain how much you have completed from the initial proposal. Then through feedback from the instructor and your peers, you will assess how much progress you have made and whether you need to change directions or revise any goals. You should be prepared to speak for 5-10 minutes and are welcome to create slides, as well as show code or figures (though these are not required).

- demo "prototype" 15%

Guidelines for Demo Presentations

In 10-15 minutes, your presentation should:

- Introduce your project through summarizing your initial proposal (including your initial research questions, steps for answering those questions, etc.)
- Demo your initial data collection through a brief data biography of your dataset and explanation of the methods you used to collect this data.
- Outline the scholarly goals of your dataset, what you plan to do next in the project, and whether you needed to change course from what you outlined in your initial proposal.

- retrospective paper 20%

Similar to our first assignment, this one is also intended to be tailored to your intellectual interests and trajectories. The big question you should consider is what piece of public scholarship you would eventually want to produce over the course of your graduate career. While I do not expect you to produce something publishable by the end of this course, the goal for this final project is for you to identify a research question or topic that you have sufficient intellectual ownership in and then start working on bringing it to fruition.

To that end, we will discuss the shape of this project individually over the course of the semester, but it should ideally produce one of the following:

- A "new" dataset that you plan to publish with accompanying biographical and intellectual description paper.
- A digital project for exploring data (whether a Jupyter notebook for EDA or collections as data interface or a digital archive or critical resource for utilizing digital tools)
- An analytical research paper on the histories of data practices or datasets in the humanities

The expectations for each of these vary and depending on each of your interests we may create additional options, but we will clarify expectations early in the semester so that you can plan accordingly.[3]

📄 Updated Final Presentation and Project Guidelines

Final Demo Presentations

Your final presentation is worth **15%** of your final grade. Presentations should be approximately **10-15 minutes in length** and unlike the initial works-in-progress, this presentation should present a narrative structured around your research question and dataset (rather than updates on doing the research per se.)

Imagine you are presenting this project at a conference. What would you want the audience to know about this project? What is its significance? What limitations exist? Who should use this data and who should not? What might you do differently next time? Whose work (both in terms of intellectual and physical) are you building from? And crucially, how does this work further research in digital humanities (broadly defined here)?

You will likely repeat some of the information from your initial demo of your data in the works-in-progress presentation, but regardless, the goal in this presentation is to make your case for how you

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[3] This assignment was inspired by and adapted from [Tanya Clement's Critical Data Analysis assignment](#), [John Ladd's Final Paper/Project assignment](#), Ted Underwood's Final Project for IS590DH, and my previous Intro to DH course available [here.](#)

have organized, conceptualized, and created your project and datasets -- as well as what you would hope to continue in the future. Essentially you need to try and answer the perennial academic question - so what? Why this project and why this dataset?

How you organize your presentation is your choice, and you may use slides, Jupyter notebooks, or any other documents to present your materials.

Final Retrospective Papers

Your final retrospective paper is worth **20%** of your final grade and should be **8-10 pages double spaced.** Papers are due by **midnight central time on Sunday December 19, 2021,** and should include a bibliography and citations (you may select your preferred style method but please be consistent).

This paper is intended to provide a space to reflect on the *process* of building your final project, as well as your intellectual forays into digital humanities. Shifting from the "so what" question of the demo presentation, your main question here is 'how'. How have you worked on this project over the course of the semester? How have your ideas about data and working with data changed (or not) in this course? How have our readings and example projects inspired your final project? How would you build this project now knowing what you do know? How much of your initial project proposal were you able to complete? How well were you able to estimate the work involved for this project? How likely are you to continue working on this project and how might you change course in the future?

In academia, we often like to focus on the why, and it is important here as well. But most of this course has been focused on exploring how digital humanities work happens and especially if that work involves 'data' in some form or another. In emphasizing the 'how', these papers should provide a somewhat "meta-version" of a data biography that articulates not only what exists in your final dataset, but also how you made these choices and how you believe that shapes your final project. To help support this assessment of your process, you should plan to include any relevant datasets, documentation, or code that you developed as either part of your paper (where you might detail aspects of these objects through a combination of figures and explanatory text) or as an appendix which you reference in your paper. While you might not have achieved everything you initially set out in your proposal (and you should directly address this rather than paper over it), the goal of this paper is not to judge whether you achieved certain milestones. The goal is to articulate how the act of making, curating, collecting, and interpreting data has shaped both your project and your knowledge of what it means to do digital humanities.

Self-Assessment Survey

After the final presentations, you will complete a self-assessment survey on your presentation, project, and participation over the course of the semester. With guidance from the Professor (i.e. some brief rubrics), you will consider what you believe is a fair grade given your efforts and commitments over the semester and provide a rationale for your assessment. You will also have a chance to provide any

feedback you would like to share on the course or for your fellow classmates. This survey is intended to give you an opportunity to evaluate your progress and articulate how you think that should be reflected in your final grade. Surveys must be completed prior to the deadline for the final paper (so before **midnight central time on Sunday December 19, 2021)**. A link to the survey will be available after our final class meeting on December 2.

🚦 Course Policies

*Any statement with an * has been copied from the iSchool Syllabus Template*

COVID-19 & Attendance

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 feel ill must not come to class. In addition, 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.

Students who fail to abide by these rules will first be asked to comply; if they refuse, they will be required to leave the classroom immediately. If a student is asked to leave the classroom, the non-compliant student will be judged to have an unexcused absence and reported to the Office for Student

Conflict Resolution for disciplinary action. Accumulation of non-compliance complaints against a student may result in dismissal from the University.

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 final project, 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 (I'm assuming the iSchool has this option).

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.

Generally, students are expected to attend seminars and some of your grade is based on participation. 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 readings and in-class discussion. Instead, you will be expected to actively listen to the discussion and then consult with the instructor about how to make up any relevant assignments later. I realize the reading load and assignments for this course are significant and that you are balancing several 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.[4]

Communication and Respect

Since we will never meet in person this semester, all communication will be digital. In some ways, this might make things easier (no need to commute), but also poses many challenges.

We will use Zoom for our seminars and students should have access to links through our Moodle course site (please let me know if you don't for whatever reason!). 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

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[4] The concept of an information overload day is inspired and adapted from Ryan Cordell's Building A Better Book Syllabus https://f19bbb.ryancordell.org/policies/

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.

In terms of Zoom 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), ~~Moodle~~ Canvas for course readings and grading, and finally either Slack or another platform for additional discussions (I will be setting up this platform after our first meeting).

My **Office Hours** will be virtual as well, and you can either reach out in advance to let me know you'll be attending or drop into my Zoom room (link forthcoming) during either Tuesday afternoons 4-5pm CST or Wednesday mornings from 10-11am CST, but I am also happy to meet at other times as requested. 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

Contract or Consultative Grading

As stated above, assignments and readings as a graduate student are intended to further your intellectual development, which makes grading both a bit redundant and crude. We are all coming to the course from a variety of backgrounds and life experiences, and with a range of current ongoing commitments, so your intellectual trajectory will naturally look different from someone else's in the course. Rather than paper over this fact we'll be using a form of grading, called contract or consultative grading.

In essence, it boils down to one-on-one discussions over what you believe you can achieve over the course of the semester, setting those expectations to some sort of grade range, and then throughout the semester using a combination of assessments to decide whether you've achieved your goals or not.

I'll be posting more detailed descriptions after our first meeting so that I can tailor the expectations, but the goal here is to encourage you to both take ownership of your learning and also to ensure that you are being graded in a way that is flexible enough given the structure of this course.

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-maildisability@illinois.edu. NOTE: I do not require a letter from DRES in order 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 61820McKinley 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.

Academic and Self 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 must 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 Collective[5]

Land Acknowledgement Statement*

We recognize and acknowledge 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. We recognize and acknowledge the role that we have played in shaping the histories of dispossession that have allowed for the growth of the University of Illinois for the past 150 years. This acknowledgement and the centering of Native peoples is a start as we move forward for the next 150 years.

🕐 Schedule (Subject to Change and Discussion)

August 26 - Introducing Digital Humanities and Data Cultures/Culture As Data

💡**If you have time try and read these readings prior to our first class, but don't worry we will also pick them up again the following week for further discussion.**

Readings:

- Data Cultures, Culture as Data – Special Issue of Cultural Analytics Tanya Clement and Amelia Acker https://culturalanalytics.org/article/11053-data-cultures-culture-as-data-special-issue-of-cultural-analytics
- Matthew K. Gold, "The Digital Humanities Moment" (2012) https://dhdebates.gc.cuny.edu/read/untitled-88c11800-9446-469b-a3be-3fdb36bfbd1e/section/fcd2121c-0507-441b-8a01-dc35b8baeec6
- Matthew K. Gold and Lauren F. Klein, "A DH That Matters" (2019) https://dhdebates.gc.cuny.edu/read/4805e692-0823-4073-b431-5a684250a82d/section/0cd11777-7d1b-4f2c-8fdf-4704e827c2c2#intro
- Explore https://whatisdigitalhumanities.com/ (refresh a few times) and try to find Debates in DH on OpenSyllabus https://opensyllabus.org/ (see what it clusters next too).

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[5] 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.

- *Instructor Note*: I'll be offering after class help with local installation of Python for those interested.

Additional Readings:

- Cecire, Natalia. "When Digital Humanities Was in Vogue." Journal of Digital Humanities 1, no. 1 (2011) http://journalofdigitalhumanities.org/1-1/when-digital-humanities-was-in-vogue-by-natalia-cecire/
- Lauren F. Klein and Matthew K. Gold, "Digital Humanities: The Expanded Field" (2016)

September 2 - Histories of DH and Historicizing Data

💡 **Prior to class, reach out to schedule meeting with Instructor to discuss DH interests and potential project ideas**

Readings:

- For those who didn't finish last week's readings, please do so and add any additional thoughts to our notes document.
- Read Buurma, R. and L. Heffernan. "Search And Replace: Josephine Miles And The Origins Of Distant Reading." Modernism/modernity 3 (2018) https://modernismmodernity.org/forums/posts/search-and-replace
- Tara McPherson, "Why Are the Digital Humanities So White? or Thinking the Histories of Race and Computation"
- Daniel Rosenberg, "Data before the Fact" in Lisa Gitelman (ed.), "*Raw Data" is an Oxymoron* (2013) https://projects.iq.harvard.edu/files/eswg/files/rosenburg_-_rawdata.pdf

Additional Readings

- Geoffrey Bowker and Susan Leigh Star *Sorting Things Out: Classification and its Consequences* chapters 1-2
- Virginia Jackson and Lisa Gitelman, "Introduction" in Lisa Gitelman (ed.), *Raw Data" is an Oxymoron* (2013)
- Ted Underwood, "A Genealogy of Distant Reading", DHQ (2017) http://www.digitalhumanities.org/dhq/vol/11/2/000317/000317.html

Assignments

- Explore Google Ngram Viewer (look for the terms Rosenberg uses like data and digital humanities, or any others that you think of!) and then read Ben Schmidt's blog post http://sappingattention.blogspot.com/2019/02/how-badly-is-google-books-search-broken.html

- Skim the content and look at the structure of these two dataset articles (focus on sections and the way they present narratives about their respective datasets):
  - Ana Jofre, Vincent Berardi, Carl Bennett, Michael Reale, Josh Cole "Faces extracted from Time Magazine: 1923-2014" *Journal of Cultural Analytics* https://culturalanalytics.org/article/12265-faces-extracted-from-time-magazine-1923-2014 (Feel free to also peruse the other Data Set articles in the journal https://culturalanalytics.org/section/1579)
  - Cifor, M., Girma, H., Norman, S. and Posner, M., 2018. Early African-American Film Database, 1909–1930. *Journal of Open Humanities Data*, 4, p.1. DOI: http://doi.org/10.5334/johd.7 (Feel free to also peruse the other data articles in *Journal of Open Humanities Data* https://openhumanitiesdata.metajnl.com/articles/)
- For those interested in experimenting with coding during this course, please be prepared to stay after class (unless we find an alternate time to schedule a meeting) to complete instructions for local installation of Python and a brief introduction to the Command Line.

September 9 - Accounting for Data in DH

Readings

- Jessica Marie Johnson, ["Markup Bodies: Black [Life] Studies and Slavery [Death] Studies at the Digital Crossroads"](#)
- Roopika Risam, *New Digital Worlds: Postcolonial Digital Humanities in Theory, Praxis, and Pedagogy*; Chapter 1, "The Stakes of Postcolonial Digital Humanities" and Chapter 2, "Colonial Violence and the Postcolonial Digital Archive." (Available on Moodle site and online through JSTOR)
- Lauren Klein and Catherine D'Ignazio, Data Feminism; Chapter 4, "What Gets Counted Counts"
- Heather Krause, ["Data Biographies: Getting to Know your Data" (2017)](#)
- View images of Mimi Onuoha's exhibit ["The Library of Missing Datasets"](#) and explore her Github repository ["On Missing Datasets"](#)
- Explore Breve and how it visualizes missing data http://hdlab.stanford.edu/breve/
- Read https://shakespeareandco.princeton.edu/analysis/2020/03/shakespeare-and-company-lending-library-cards-context/ and explore https://shakespeareandco.princeton.edu/ project site.

Additional Readings:

- Maris Elena Duarte and Miranda Belarde-Lewis. "Imagining: Creating Spaces for Indigenous Ontologies." Cataloging & Classification Quarterly (July 4, 2015): 677–702
- For those new to data, checkout Gregory, Ben. "Data Formats 101." Astronomer, n.d. https://www.astronomer.io/blog/data-formats-101 for more information on common data formats

- Read James Baker, "Preserving Your Research Data," The Programming Historian 3 (2014), https://doi.org/10.46430/phen0039 and Seth van Hooland, Ruben Verborgh, and Max De Wilde, "Cleaning Data with OpenRefine," The Programming Historian 2 (2013), https://doi.org/10.46430/phen0023

September 16 - Humanities Computing and the Rise of Digital Humanities

💡 **Message Instructor with proposed focus for Data Biography/DH Project Review Assignment**

Readings:

- Susan Hockey, "The History of Humanities Computing," CDH 2004 http://www.digitalhumanities.org/companion/view?docId=blackwell/9781405103213/9781405103213.xml&chunk.id=ss1-2-1
- Dan Cohen and Roy Rosenzweig, Digital History, Introduction https://chnm.gmu.edu/digitalhistory/introduction/
- Johanna Drucker (and Bethany Nowviskie) "Speculative Computing: Aesthetic Provocations in Humanities Computing" CDH 2004 http://www.digitalhumanities.org/companion/view?docId=blackwell/9781405103213/9781405103213.xml&chunk.id=ss1-4-10

Assignments:

- Explore one of the following early DH projects. Focus on their project histories, lists of credits, and whether you can still access their data or even download it, and share in our collective notes anything you found surprising or interesting about the project, or anything you think might be relevant for our discussion on early DH.
  - The Valley of the Shadow
  - The Rossetti Archive
  - The Perseus Digital Library
- Time to try out working with data 🎉! Working with your data manipulation tool/platform of choice (Excel/Google Sheets, Python and Pandas, or R and Tidyverse), try to complete the following steps:
  - Import a dataset into your tool. You can either use a dataset from the Transatlantic Slave Voyages Database https://www.slavevoyages.org/voyage/database or from *The Pudding*'s Hannah Anderson and Matt Daniels, "Film Dialogue from 2,000 screenplays, Broken Down by Gender and Age" (link to dataset at the bottom of the article) or dataset of your choice.
  - Explore how the data is formatted and organized. Is there time or location data? What sorts of variables are being captured in the dataset? Is there data in every cell? Are parts

of the dataset duplicated? Try answering these questions through using the built-in functionality of your tool.

- ○ Try "grouping" the dataset using your tool of choice. Maybe you are curious about looking at how consistent trends are over time, or the distribution of a category within the dataset -- all of these can be answered with grouping the data. No wrong answers but ideally you would have some exploratory question in mind.
- ○ Resources:
  - For Excel (or Google Sheets), try Heather Froelich's "A Gentle Introduction to Excel and Spreadsheets for Humanities People" https://hfroehli.ch/2021/06/17/a-gentle-introduction-to-excel-and-spreadsheets-for-humanities-people/ (download her presentation)
  - For Tidyverse and R, try Hadley Wickham's R for Data Science https://r4ds.had.co.nz/transform.html
  - For Pandas and Python, start with Melanie Walsh's Intro to Cultural Analytics https://melaniewalsh.github.io/Intro-Cultural-Analytics/03-Data-Analysis/00-Data-Analysis.html and if you want further depth checkout Wes McKinney's Python for Data Analysis (available via the library https://i-share-uiu.primo.exlibrisgroup.com/permalink/01CARLI_UIU/gpjosq/alma99954932626905899)
- ○ ~~To help you get started, I'll be posting video walkthroughs of me using each tool by Sunday morning and I'll also be posting polls on Slack for those interested in scheduling a live session to try out these tools.~~ Three attempts at filming lectures on my dying laptop and no luck, so I'm going to do walkthroughs during our seminar. Apologies for those waiting and just do your best to get as far as you can with the materials posted above.

Additional Readings:

- Unsworth, John. "Knowledge Representation in Humanities Computing."
- Jeffrey Veen, "A Brief History of HTML" *Wired*. April 28, 1997
- Roberto Busa, "Why a Computer Can Do So Little," ALLC Bulletin (1976)
- Louis T. Milic, "The Next Step," from Computers and the Humanities 1.1. (1966)
- Ian Milligan *History in the Age of Abundance*
- Annette Vee, "Introduction: Computer Programming as Literacy" from Coding Literacy: How Computer Programming is Changing Writing (2018)

September 23 - The Big Tent: Defining Humanities Data and Digital Humanities

Readings:

- Ruth Ahnert et al., The Network Turn: Changing Perspectives in the Humanities (Cambridge UP, 2021) Section 3 Culture Is Data

https://www.cambridge.org/core/elements/network-turn/CC38F2EA9F51A6D1AFCB7E005218BBE5
- Trevor Owens, "Defining Data for Humanists: Text, Artifact, Information or Evidence?" http://journalofdigitalhumanities.org/1-1/defining-data-for-humanists-by-trevor-owens/
- Ken Price, "Edition, Project, Database, Archive, Thematic Research Collection: What's in a Name?" http://www.digitalhumanities.org/dhq/vol/3/3/000053/000053.html
- Miriam Posner "Humanities Data: A Necessary Contradiction" https://miriamposner.com/blog/humanities-data-a-necessary-contradiction/
- Explore some of the datasets available on https://humanitiesdata.com/ and consider how well these fit within the definitions of "humanities data" proposed in our readings
- Weingart, S.B. and Eichmann-Kalwara, N., 2017. What's Under the Big Tent?: A Study of ADHO Conference Abstracts. Digital Studies/Le champ numérique, 7(1), p.6. DOI: http://doi.org/10.16995/dscn.284 and explore the data available on the Index of DH Conferences https://dh-abstracts.library.cmu.edu/

Assignments:

- Farm to Table Data Assignment:

  While we've started working with existing datasets and critiquing their construction, we have yet to create any of our own. So for this week you will either create a dataset through either scraping data from the web or from curating data manually.

  For those doing web scraping, you can either work with the archives of the Humanist Listserv https://humanist.kdl.kcl.ac.uk/ (though please read this blog post first explaining some of the ongoing issues with Humanist https://linguacelta.com/blog/2020/08/Humanist.html) or you can use a website of your choice. For instructions on how to web scrape in Python I would recommend, following:

  - Jeri Wiernga's Programming Historian lesson https://programminghistorian.org/en/lessons/intro-to-beautiful-soup
  - and then checking out this section of Melanie Walsh's text book https://melaniewalsh.github.io/Intro-Cultural-Analytics/04-Data-Collection/02-Web-Scraping-Part1.html .
  - You can also web scrape with Open Refine with this Programming Historian lesson https://programminghistorian.org/en/lessons/fetch-and-parse-data-with-openrefine and I can find resources for R for those interested in using that language.

  Your goal for this assignment is to scrape at least one web page and then try and store that data locally, whether in a txt, csv, or json file. You'll have to decide how to represent the webpages and what data to keep and which to ignore.

For those doing data curation, take a look at the Dear Data Project by Giorgia Lupi and Stefanie Posavec http://www.dear-data.com/theproject. These authors of this project over the course of a year recorded data about their lives and visualized them on small postcards. You can scroll through those postcards here http://www.dear-data.com/all and you'll notice that much of their 'data' was quite personal (everything from phone usage and books to laughter and negative thoughts). Your goal for this assignment is to create a similar dataset, whether based on your work related to digital humanities (maybe how often you google certain ideas or topics) or some other aspect of your life that you would like to try and track. The goal is to share your dataset as a spreadsheet and the rationale for how you organized your data.

For this assignment, don't worry about spending hours on this. Ideally this is supposed to help you start thinking about how we make datasets, and we'll spend part of class working on this assignment collaboratively.

Additional Readings:

- Christof Schöch Journal of Digital Humanities November 2013. "Big? Smart? Clean? Messy? Data in the Humanities"
- Melissa Terras, "Peering Inside the Big Tent: Digital Humanities and the Crisis of Inclusion" 26 July 2011. https://melissaterras.org/2011/07/26/peering-inside-the-big-tent-digital-humanities-and-the-crisis-of-inclusion/
- "Digital Humanities: Is it Research or is it Service?" by Arnold Eckhart (2020) on the Digital Humanities München blog

September 30 - Collections as Data and Collecting Infrastructures

✅ DATA BIOGRAPHY/DH PROJECT REVIEW DUE

Readings:

- Padilla, T. "On a Collections as Data Imperative." https://labs.loc.gov/static/labs/work/reports/tpadilla_OnaCollectionsasDataImperative_final.pdf and explore at least one of the projects listed in a cohort https://collectionsasdata.github.io/part2whole/
- Caswell, ML. (2021). "'The Archive' Is Not an Archives: On Acknowledging the Intellectual Contributions of Archival Studies". *UCLA*. Retrieved from https://escholarship.org/uc/item/7bn4v1fk . I'm assuming most of you have read Caswell already, but in case you haven't I wanted to include it here. If you have read her work before, than please read Lara Putnam, "The Transnational and the Text-Searchable: Digitized Sources and the Shadows They Cast", *The American Historical Review*, Volume 121, Issue 2, April 2016, Pages 377–402, https://doi.org/10.1093/ahr/121.2.377 . Don't worry so much about

her discussions of transnational history and instead focus on the problems with search she describes.

- Either:
  - Yanni Alexander Loukissas, *All Data Are Local*; Chapter 3, "Collecting Infrastructures" Available on Moodle and explore Digital Public Library of America https://dp.la/
  - OR Eun Seo Jo, Timnit Gebru, "Lessons from Archives: Strategies for Collecting Sociocultural Data in Machine Learning" https://arxiv.org/abs/1912.10389 and explore Newspaper Navigator https://news-navigator.labs.loc.gov/search

Additional Readings:

- Benjamin Charles Germain Lee, Jaime Mears, Eileen Jakeway, Meghan Ferriter, et al, "The Newspaper Navigator Dataset: Extracting And Analyzing Visual Content from 16 Million Historic Newspaper Pages in Chronicling America" (2020)
- A Dataset is a Worldview https://towardsdatascience.com/a-dataset-is-a-worldview-5328216dd44d
- Ian Milligan We Are All Digital Now: Digital Photography and the Reshaping of Historical Practice Canadian Historical Review 2020 101:4, 602-621 https://www.utpjournals.press/doi/abs/10.3138/chr-2020-0023
- Thomas Padilla, *Responsible Operations: Data Science, Machine Learning, and AI in Libraries* (2019)
- Ryan Cordell, *Machine Learning + Libraries: A Report on the State of the Field* (2020)

October 7 - User-Friendly and User Intensive: DH Tools and Labor

Assigned Readings:

- Ruth Ahnert et al., The Network Turn: Changing Perspectives in the Humanities (Cambridge UP, 2021) Section 3 Chapter 4 Visual Networks https://www.cambridge.org/core/elements/network-turn/CC38F2EA9F51A6D1AFCB7E005218BBE5 and try out Palladio http://hdlab.stanford.edu/projects/palladio/ (you can use their sample data). If you want to see the original project that Palladio developed from, explore the Mapping Republic of Letters Project http://republicofletters.stanford.edu/
- "Which Dh Tools Are Actually Used In Research?" By Laure Barbot, Frank Fischer, Yoann Moranville And Ivan Pozdniakov, December 6 2019 https://weltliteratur.net/dh-tools-used-in-research/ and briefly look at their more recent blog posts https://weltliteratur.net/tools-mentioned-in-dh2020-abstracts/ and https://weltliteratur.net/dh-tools-programming-historian/

- Ramsay, Steve and Rockwell, Geoffrey. ["Developing Things: Notes toward an Epistemology of Building in the Digital Humanities."](#) In Debates in the Digital Humanities, edited by Matthew K. Gold. Minneapolis: University Of Minnesota Press, 2012.
- Rachel Mann ["Paid to Do but Not to Think: Reevaluating the Role of Graduate Student Collaborators"](#) Debates in DH 2019
- Quinn Dombrowski Towards a Taxonomy of Failure January 30 2019. https://www.quinndombrowski.com/?q=blog/2019/01/30/towards-taxonomy-failure and "What Ever Happened to Project Bamboo?", Literary and Linguistic Computing, Volume 29, Issue 3, 1 September 2014, Pages 326–339, https://doi.org/10.1093/llc/fqu026

In Class Assignments:

- In class, we'll spend 10-20 minutes exploring the tools listed in the Which DH Tools Are Actually Used in Research. We'll try to collectively understand both how they conceptualize data, their users, and who is actually responsible for maintaining the tool.
- Time permitting, we'll work in Google Collab with the DPLA API and learn how to extract data from APIs.

Additional Readings:

- For those familiar with Gephi, I would highly recommend taking a look at this post from their blog "Is Gephi obsolete? Situation and perspectives." https://gephi.wordpress.com/2018/11/01/is-gephi-obsolete-situation-and-perspectives/
- Neil Fraistat, ["Data First: Remodeling the Digital Humanities Center,"](#) Debates in DH 2019.
- Castelvecchi, D. (2019). Venice 'time machine' project suspended amid data row. *Nature*, *574*(7780), 607–607. https://doi.org/10.1038/d41586-019-03240-w
- Boyles, C.; Cong-Huyen, A.; Johnston, C.; McGrath, J. and Phillips. A. "Precarious Labor and the Digital Humanities." American Quarterly 70.3 (2018): 693-700.
- Nikki Stevens, "Data Set Failures and Intersectional Data," Journal of Cultural. Analytics. June 12 , 2019 https://culturalanalytics.org/article/11043-data-set-failures-and-intersectional-data
- Karl Bode "Court Rules That 'Scraping' Public Website Data Isn't Hacking" *Vice* Sep 11 2019 https://www.vice.com/en_us/article/9kek83/linkedin-data-scraping-lawsuit-shot-down
- Paige C. Morgan (2018) The consequences of framing digital humanities tools as easy to use, College & Undergraduate Libraries, 25:3, 211-231, DOI: 10.1080/10691316.2018.1480440

October 14 - Coming Clean about Dirty Data

💡 **Schedule meeting or message with Instructor to discuss your proposed final project prior to submitting proposal**

Assigned Readings:

- Ryan Cordell, "'Q i-jtb the Raven': Taking Dirty OCR Seriously," *Book History* (2017) OR if you've read this piece already, then instead read Hannah Alpert Adams "Machine Reading the Primeros Libros" http://www.digitalhumanities.org/dhq/vol/10/4/000268/000268.html
- Katie Rawson and Trevor Muñoz, "Against Cleaning," from *Debates in the Digital Humanities 2019*
- Ted Underwood, "Theorizing Research Practices We Forgot to Theorize Twenty Years Ago," Representations 127.1 (Summer 2014) https://www.ideals.illinois.edu/handle/2142/50034
- Lauren Tilton, Emeline Alexander, Luke Malcynsky and Hanglin Zhou "The Role of Metadata in American Studies" *Polish Journal for American Studies* 14 (Autumn 2020): 149–63. (Available on Moodle) OR Buurma, R., & Shaw, J. (2020). Slow Metadata. *PMLA/Publications of the Modern Language Association of America, 135*(1), 188-194. doi:10.1632/pmla.2020.135.1.188 (Also available on Moodle)

In-Class Assignments:

- Coding Notebooks! Focused on our Humanist webscraped dataset and we'll be exploring text cleaning and exploratory data analysis in Python.
- *Skim* Karl W. Broman and Kara H. Woo, "Data Organization in Spreadsheets," (2018)
- Explore:
  - Viral Texts https://viraltexts.org/
  - Bookworm. http://benschmidt.org/OL/
  - Photogrammar https://photogrammar.org/maps

Additional Readings:

- Dorothea Salo, Is There a Text in These Data? The Digital Humanities and Preserving the Evidence https://doi.org/10.7551/mitpress/11885.003.0023
- Catherine D'Ignazio and Lauren F. Klein, "Unicorns, Janitors, Ninjas, Wizards, and Rock Stars" and "The Numbers Don't Speak for Themselves" from *Data Feminism* (2020)
- Brandon Locke, "Critical Data Literacy in the Humanities Classroom" August 13, 2018. http://brandontlocke.com/2018/08/13/critical-data-literacy-in-the-humanities-classroom.html
- Trevor Owns "Digital Preservation's Place in the Future of the Digital Humanities" http://www.trevorowens.org/2014/03/digital-preservations-place-in-the-future-of-the-digital-humanities/
- Jim Casey "Parsing the Special Characters of African American Print Culture: Mary Ann Shadd Cary and the * Limits of Search." Fielder and Senchyne, pp. 109–28 www.dansinykin.com/uploads/8/4/0/2/84026824/casey_colored_conventions.pdf

October 21 - Mental Models and Data Models

Assigned Readings:

- Ruth Ahnert et al., *The Network Turn: Changing Perspectives in the Humanities* (Cambridge UP, 2021) Chapter 5 Quantifying Culture https://www.cambridge.org/core/elements/network-turn/CC38F2EA9F51A6D1AFCB7E005218BBE5
- Ted Underwood "Machine Learning and Human Perspective" *PMLA* https://www.ideals.illinois.edu/handle/2142/109140
- Klein, Lauren F. "Dimensions of Scale: Invisible Labor, Editorial Work, and the Future of Quantitative Literary Studies." PMLA/Publications of the Modern Language Association of America 135, no. 1 (2020): 23–39. https://doi.org/10.1632/pmla.2020.135.1.23
- "All models are wrong". RJ So. PMLA 132 (3), 668-673, 2017. 14, 2017 https://doi.org/10.1632/pmla.2017.132.3.668
- Laura B. McGrath "Charisma (Embodiment): a Response to Tess McNulty" https://post45.org/2019/05/charisma-embodiment-a-response-to-tess-mcnulty/ ~~(and maybe Comping White)~~

~~Assignments~~ In Class Assignments:

- Let's try doing some general text analysis on our humanist listserv dataset. Depending on your interests you can try either:
  - Voyant Tools https://voyant-tools.org/ (There are a number of tutorials for Voyant, these two seem fairly useful but feel free to rely on others https://brockdsl.github.io/Voyant-Tutorial/ and https://guides.library.ucsc.edu/DS/Resources/Voyant)
  - Or follow this tutorial from the Programming Historian on TF-IDF https://programminghistorian.org/en/lessons/analyzing-documents-with-tfidf

I would recommend starting out with the pre-loaded dataset in the case of Voyant or the case study in the PH tutorial, and then once you feel comfortable, try switching in our dataset. Are you able to start analyzing the text? How much do you understand the 'algorithms' you're using? How much have our choices on how to organize the data shaped the results you're seeing?

Additional Readings:

- Ted Underwood, Distant Horizons (primarily intro and appendices)
- Michael Gavin, "Is There a Text in My Data?", Cultural Analytics (2019)
- Matthew K. Gold et al., "Forum: Text Analysis at Scale," in Debates in the Digital Humanities 2016 (University of Minnesota Press, 2016), 525–568.
- Dong Nguyen, 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" (2019). https://arxiv.org/abs/1907.01468

- For those interested in topic modeling, you may want to read Benjamin Schmidt (2013). "Words Alone: Dismantling Topic Models in the Humanities". Journal of Digital Humanities.http://journalofdigitalhumanities.org/2-1/words-alone-by-benjamin-m-schmidt/
- Sandeep Soni, Lauren F. Klein, and Jacob Eisenstein, "Abolitionist Networks: Modeling Language Change in Nineteenth-Century Activist Newspapers," Journal of Cultural Analytics (2021). https://culturalanalytics.org/article/18841-abolitionist-networks-modeling-language-change-in-nineteenth-century-activist-newspapers

October 28 - Big Debates and Big Data in DH

✅ **Initial Final Project Proposal Due**

Likely Assigned Readings:

- Tressie McMillon Cottom "More Scale, More Questions: Observations from Sociology" https://dhdebates.gc.cuny.edu/read/untitled/section/55e48b34-543a-41f7-97c9-8c8643bf8844
- Nan Z. Da "The Digital Humanities Debacle" The Chronicle of Higher Education March 27, 2019 https://www.chronicle.com/article/The-Digital-Humanities-Debacle/245986/ (let me know if you're having trouble accessing articles from The Chronicle)
- Ted Underwood "Dear Humanists: Fear Not the Digital Revolution" March 27, 2019 The Chronicle of Higher Education https://www.chronicle.com/article/Dear-Humanists-Fear-Not-the/245987
- Emily M. Bender, Timnit Gebru, Angelina McMillan-Major, and Shmargaret Shmitchell. 2021. On the Dangers of Stochastic Parrots: Can Language Models Be Too Big? 🦜 In Proceedings of the 2021 ACM Conference on Fairness, Accountability, and Transparency (FAccT '21). Association for Computing Machinery, New York, NY, USA, 610–623. DOI:https://doi.org/10.1145/3442188.3445922 (realize this is a very technical piece so feel free to skip sections that are confusing or highlight parts where you would appreciate some clarification)
- Benjamin Schmidt "Two Volumes: the lessons of Time on the Cross" http://benschmidt.org/post/2019-12-05-totc/2019-aha/
- Katherine Bode, "Why You Can't Model Bias" *MLQ 81.1* (2020) https://doi.org/10.1215/00267929-7933102
- In class, we will explore:
  - AI Dungeon and GPT3 https://play.aidungeon.io/
  - Google's know your data https://knowyourdata-tfds.withgoogle.com/

Additional Readings:

- Excavating AI: The Politics of Images in Machine Learning Training Sets By Kate Crawford and Trevor Paglen https://excavating.ai/

- Critical Questions for Big Data: Provocations for a Cultural, Technological, and Scholarly Phenomenon http://www.danah.org/papers/2012/BigData-ICS-Draft.pdf
- Stephen Ramsay, "The Hermeneutics of Screwing Around; or, What You Do With a Million Books"
- Taylor Arnold and Lauren Tilton, "New Data? The Role of Statistics in DH," in Debates in the Digital Humanities 2019
- Miriam Posner "See No Evil" https://logicmag.io/scale/see-no-evil/

November 4 - The Big Picture: Data Visualization and Data Arguments in DH

Assigned Readings:

- Drucker, Johanna. "Humanities Approaches to Graphical Display." DHQ 5:1 (Winter 2011). http://www.digitalhumanities.org/dhqdev/vol/5/1/000091/000091.html
- Matthew Lavin "Why Digital Humanists Should Emphasize Situated Data over Capta" http://digitalhumanities.org/dhq/vol/15/2/000556/000556.html
- Catherine D'Ignazio and Lauren F. Klein, "Show Your Work" from *Data Feminism* (2020)
- Lincoln Mullen "Isn't it obvious?" January 10, 2018 https://lincolnmullen.com/blog/isnt-it-obvious/
- Matthew Lincoln "Confabulation in the humanities" 21 Mar 2015 https://matthewlincoln.net/2015/03/21/confabulation-in-the-humanities.html
- Scott B. Weingart "Argument Clinic" July 26, 2017 https://scottbot.net/argument-clinic/
- Explore one of the following:
  - Richard Jean So and Gus Wezerek "Just How White Is the Book Industry?" Dec. 11, 2020 *NYT* https://www.nytimes.com/interactive/2020/12/11/opinion/culture/diversity-publishing-industry.html
  - Geography of the Post by Cameron Blevins and Jason Heppler http://cameronblevins.org/gotp/
  - The Shape of History by Lauren Klein http://shapeofhistory.net/

Additional Readings:

- Many of the articles from *The Pudding* or NYT Graphics Team
- Ben Schmidt "Javascript and the next decade of data programming" http://benschmidt.org/post/2020-01-15/2020-01-15-webgpu/
- Isabel Meirelles, "Visualizing Information" in *The Shape of Data in Digital Humanities* (2019)
- Giorgia Lupi and Stefanie Posavec, Dear Data (2016) http://www.dear-data.com/theproject
- Lauren F. Klein, "The Image of Absence: Archival Silence, Data Visualization, and James Hemings"

- Sureshi M. Jayawardene, "StoryMap(ping) Black Urban Experiences: Toward an Africana DH Subfield Through Research and Pedagogy," Journal of African American Studies (2020)
- Cairo, Alberto. The Functional Art: An Introduction to Information Graphics and Visualization. Berkeley, CA: New Riders, 2013. Chapters six and eight.
- Taylor Arnold, Lauren Tilton, and Annie Berke, "Visual Style in Two Network Era Sitcoms," Journal of Cultural Analytics. July 19, 2019.
- Hadley Wickham, "A Layered Grammar of Graphics," Journal of Computational and Graphical Statistics (2010)

November 11 - Critical Pedagogy and Digital Humanities - Led by Jamillah Gabriel

Assigned Readings:

- Sharon Block. "Graduate Pedagogy at the Intersection of Colonial Histories and Digital Methods." Journal of World History 32, no. 2 (June 2021), 371-390.
- Sarah Fouts. "When 'Doing With' Can Be Without: Employing Critical Service Learning Strategies in Creating the 'New Orleans Black Worker Organizing History' Digital Timeline." Journal of Community Engagement and Higher Education 12, no. 1 (2020), 29-38.
- Anthony Bayani Rodriguez. "Teaching Guerilla Praxis: Making Critical Digital Humanities Research Politically Relevant." Transformations: The Journal of Inclusive Scholarship and Pedagogy 27, no. 2 (2017), 212-216.
- Myra Waddell and Elena Clariza. "Critical Digital Pedagogy and Cultural Sensitivity in the Library Classroom: Infographics and Storytelling." C&RL News 79, no. 5 (May 2018), 228-232.
- Christine Yao. "#staywoke: Digital Engagement and Literacies in Antiracist Pedagogy." American Quarterly 70, no. 3 (September 2018), 439-454.
- Explore:
  - Torn Apart/Separados http://xpmethod.columbia.edu/torn-apart/volume/1/index
  - Post45 Data Collective https://data.post45.org/awash-in-data/

Additional Readings:

- Matthew Applegate. (2020). Guerrilla Theory: Political Concepts, Critical Digital Humanities (Introduction, p. 3-28). Chicago: Northwestern UP. [PDF on Moodle]
- Stephen G. Nichols. "The Anxiety of Irrelevance: Digital Humanities and Contemporary Critical Theory." Poetica 45, no. 1/2 (2013), 1-17.

November 18 - Futures and Features of DH and Humanities Data

✅ **Works in Progress Updates Due**

✨ Visit from Spencer Keralis, Assistant Professor, Digital Humanities Librarian at UIUC
https://hcommons.org/members/spencerk/

Assigned Readings:

- Nowviskie, "Reconstitute the World" https://nowviskie.org/2018/reconstitute-the-world/ (and "Change Us, Too" http://nowviskie.org/2019/change-us-too/ -- though this one is optional)
- Miriam Postner "What's Next: The Radical, Unrealized Potential of Digital Humanities" available here
- Kathleen Fitzpatrick, "Obsolescence and Innovation in the Age of the Digital" in The Routledge Companion to Media Studies and Digital Humanities, ed. Jentery Sayers (New York: Routledge, 2018) available here https://hcommons.org/deposits/item/hc:19301/ and through the library
- Kari Kraus, "The Care of Enchanted Things," in Debates in the Digital Humanities 2019 available here
- Safiya Umoja Noble, "Toward a Critical Black Digital Humanities," DDH 2019. Available here
- Ben Tarnoff "The Data is Ours" https://logicmag.io/scale/the-data-is-ours/

Additional Readings:

- Luke Stark and Anna Lauren Hoffmann "Data Is the New What? Popular Metaphors & Professional Ethics in Emerging Data Culture"
- Moya Z. Bailey, "All the Digital Humanists Are White, All the Nerds Are Men, but Some of Us Are Brave
- Philip Agre "Toward a Critical Technical Practice: Lessons Learned in Trying to Reform AI https://pages.gseis.ucla.edu/faculty/agre/critical.html

December 2 - Demos and Retros

🎉 Final Project Presentations

🎉 Final Retrospective Paper due before end of exam period

🎉 Acknowledgements

Alternative Week: Data Copyright and DH Communities

Assigned Readings:

- Christen, Kim. "Does Information Really Want to be Free? Indigenous Knowledge Systems and the Question of Openness." International Journal of Communication 6 (2012), 2870–2893.
- Kathleen Fitzpatrick "Not All Networks: Toward Open, Sustainable Research Communities", Reassembling Scholarly Communications: Histories, Infrastructures, and Global Politics of Open Access, Martin Paul Eve, Jonathan Gray
- Safiya Umoja Noble, Algorithms of Oppression: How Search Engines Reinforce Racism, Chapter 1: A Society, Searching, Chapter 5: The Future of Knowledge in the Public, and Conclusion
- Miriam Posner, "Here and There: Creating DH Community," in Debates in the Digital Humanities 2016, ed. Matthew K. Gold
- Sarah Allison, "Other People's Data: Humanities Edition," Cultural Analytics (2016) https://culturalanalytics.org/article/11822-other-people-s-data-humanities-edition
- Explore:
  - Torn Apart/Separados http://xpmethod.columbia.edu/torn-apart/volume/1/index
  - Post45 Data Collective https://data.post45.org/awash-in-data/

Additional Readings:

- Maciej Ceglowski "Deep-Fried Data" (2016) and "Website Obesity" *Idle Words*. October 29, 2015 https://idlewords.com/talks/website_obesity.htm
- Scott Weingart, "The Route of a Text Message" (2019)
- Melanie Walsh, "Tweets of a Native Son: The Quotation and Recirculation of James Baldwin from Black Power to #BlackLivesMatter"