An Introduction to Digital Humanities

Spring 2022

The College of Wooster

T/R 2:30-3:50 // Ruth W Williams Hall 045

Professor:	Jacob Heil		TAs:	Bolanle Oladeji
	jheil@wooster.edu			ooladeji23@wooster.edu
Office:	Andrews Library Digital Studio		Location:	Longbrake Commons
Office Phone:	x2204			
Office Hours:	Thur 9-11 or by appointment		Office Hours:	11:30-1:30

Course Goals

This semester in this class students will…

- … articulate what it means to study digital humanities.
- … parse, remix, and re-present encoding that is intended to be read by computers.
- … demonstrate a "reading knowledge" of Python, a scripting language.
- … teach their peers how and why to use a low-barrier DH tool.

Course Materials

We will use **Microsoft Teams** **for communication** about the course and for contact with the professor, the TA, and your classmates. **Course assignments will circulate through our Moodle page**. Any readings that we have for the class will be available as open publications on the internet or I will provide them as attachments in Moodle.

There are no books required for the course, but by the end of Week 4 you will need to purchase a "personal" shared hosting account at Reclaim Hosting. We will talk more about this in class as it draws near, but you will need to have a credit/debit card or PayPal account to pay for your shared hosting. It will cost $45 for one year, and it'll be up to you whether or not you want to maintain your account after the first year.

Over the course of the semester you will be asked to create accounts for various web-based tools that we will us in the course, including but not limited to: Codecademy and Python Anywhere. If you have concerns about registering for such accounts let me know and we can talk about ways to protect your identity and still use the tools.

Finally, you will be required to use a text editor. We will use Sublime Text in class, but if you have an editor of choice with which you are more comfortable, let me know and you may be able to use that one. (Word, Google Docs, and Pages are not text editors: we will discuss this.)

1

Course Grades

Your grade will be determined using the following weights and categories. Your grades will be in Moodle so you should always be able to calculate your grades and "what-if" scenarios using the Moodle gradebook, these percentages, and a calculator.

Engaging our Community	20%
Lab Series Reports (2 total, 20% each)	40%
Low-Barrier Tool Screencast and Workshop	20%
Final Portfolio	20%

Expectations

Engaging our Community

As with any class, engaging in the material and with one another is of vital importance. This will be especially true in our small, remote class. I will do my best to build opportunities that set us up to be engaged, but we will have to work together to ensure that we all get the most out of the class. I will be evaluating this category using three sets of criteria.

Attendance

First and foremost, let's communicate about your participation in class. The expectation is that you will be in-class, on time, and ready to begin when it's time to begin. When I count attendance, you'll get 2 pts for being present, 1 pt for being late, and 0 pts for being absent. I know, though, that life happens. The goal is for you to communicate with me about your attendance and engage the community in good faith.

That said, regular attendance is necessary for students to achieve the essential learning goals of this course. A student may not miss more than 25% of class meetings (i.e. 6), through any combination of excused and unexcused absences. If there are documented extenuating circumstances, the student may petition for a late course withdrawal.

Homework Completions

The easiest way to demonstrate that you're engaged is to make sure that you complete the daily (-ish) assignments. Often these will be marked on a scale of 0 (you don't have the assignment), 1 (you have something but it lacks depth), or 2 (you've clearly put in the effort).

Community Engagement Reflections

Together we will compose a rubric that we can use to account for participation that is respectful, open, brave, and educational. "Attendance" and "Homework" are about showing up prepared; this is where we will do the work of community. We will think through what it means to contribute in ways that are respectful, open, brave, and educational. We will then use that rubric to reflect on our participation near the midterm and near the end of the semester. We will meet to talk through these written reflections, evaluating and adjusting as needed. The first of these will be worth up to 10 points, the second up to 20 points.

Expectations (cont'd)

Lab Series Reports

We will have two formal "Lab Series" over the course of the semester. The idea here is that we'll do activities, complete homework assignments, and have conversations that are all related to a general theme/topic. At the conclusion of each Lab Series you will publish a webpage to your website that responds to a prompt tied to that Series. These will be 500-750 words in length and will have specific criteria to follow. They'll be graded on a 100 point scale. (For Lab Series 1, the site itself will be evaluated as well, as per a rubric which I will share in advance of the due date.)

Low-Barrier Tools

In small teams, you will select a low-barrier-to-entry digital humanities tool – I will give you a list from which to select – and, together, you will lead a class period. You will receive a more specific prompt but know now that each group will (a) introduce the tool, including a discussion of how it might be used with humanities data, and then (b) lead a workshop in the class so that your classmates can learn from you. Deliverables for this will be a team charter, your lesson plan, and the presentation itself, weighted to total 100 points. I will be measuring your ideas, teamwork, and ability to explain processes to your peers.

Final Portfolio

As a capstone for the semester, you will submit your website as a final portfolio of your work. The parts of that portfolio may vary based on the trajectory of the semester, they will likely include brief (500-750 word) writing assignments: (1) an essay synthesizing our work for the semester and articulate what it means to study DH, (2) a critical reflection on your Low-Barrier Tools tutorial, and (3) a critical reflection on a "Statement of Interest" that you will submit early in the semester. Additionally, the website itself will be part of the evaluation. Final Portfolios will be due at the end of our exam block, 3:50 on Thursday, 12 MAY.

Policies and Campus Resources are listed after the Class Schedule

Class Schedule

Week	Tuesday	Thursday
1 18 JAN + 20 JAN	**Course Introduction** Community Guidelines	What is DH? Complete Community Guidelines
2 25 JAN + 27 JAN	Intro to **Writing for Computers** Due: Kirschenbaum, "What is DH…"	HTML and the Fundamentals of Encoded Text **Workshop**: Website Wireframes Due: Statement of Interest
3 1 FEB + 3 FEB	**DH that Matters** Due: Gold, Klein, "A DH that Matters"	**Workshop**: Poking Around Our Websites Due: Codecademy, Make a Website (free parts)
4 8 FEB + 10 FEB	**Utility Day**	**Workshop**: FTP, or Making Our Sites Public Due: hosting at Reclaim Hosting, as per instructions in class
5 15 FEB + 17 FEB	**The Internet as a Thing** Due: Mendelsohn, Bundled, Buried, …	**Workshop**: Lab Series 1 Design Q&A **Due: Lab Series 1**
6 22 FEB + 24 FEB	**Literary Bots/Protest Bots** Due: Flores, "Artistic and Literary Bots" Due: Sample, "A Protest Bot is a Bot…"	**Workshop**: Tracery and an Intro to Scripting Language Due: Community Engagement Reflection 1
7 1 MAR + 3 MAR	**Closed Bots/Green Bots** Due: Sample, "Closed Bots/Green Bots"	**Workshop**: The Python and the Poet
8 8 MAR + 10 MAR	**Digital Humanities Making** Due: Chachra, "Beyond Making" Due: Boggs et al, "Making it Matter"	**Workshop**: CodeMaps
9 15 MAR + 17 MAR	Spring Break	Spring Break
10 22 MAR + 24 MAR	Spring Break	Spring Break
11 29 MAR + 31 MAR	**Making PoemBot Matter** Due: Review LS2 Readings to-date	**Workshop:** Launch the Poembot! (Class meets in the Cube in Andrews Library)
12 5 APR + 7 APR	**LBT Project Consultations** No class meeting LBT teams schedule meetings with me	**Workshop**: Lab Series 2 Design Q&A **Due: Lab Series 2**
13 12 APR + 14 APR	**What is DH? (reprise)** Prep for final portfolios	Bonus Workshop: (Topic TBD based on LBT choices)
14 19 APR + 21 APR	**Utility Day**	Low Barrier Tools Presentations
15 26 APR + 28 APR	Low Barrier Tools Presentations	Low Barrier Tools Presentations
16 3 MAY + 5 MAY	Low Barrier Tools Presentations	**What haven't we done? Where do we go from here?** Due: Community Engagement Reflection 2

Wooster Policies and Resources

Academic Honest and the Code of Academic Integrity

The academic program at the College seeks to promote the intellectual development of each student and the realization of that individual's potential for creative thinking, learning, and understanding. In achieving this, each student must learn to act rigorously, independently, and imaginatively.

The College's understanding and expectations in regard to issues of academic honesty are fully articulated in the Code of Academic Integrity as published in [The Scot's Key](#) and form an essential part of the implicit contract between the student and the College. The Code provides framework at Wooster to help students develop and exhibit honesty in their academic work. You are expected to know and abide by these rules.

Dishonesty in any of your academic work is a serious breach of the Code of Academic Integrity and is ground for serious penalties. Such violations include turning in another person's work as your own, copying from any source without proper citation, violating expectations for a group project, submitting an assignment produced for a course to a second course without the authorization of all the instructors, and dishonesty in connection with your academic work. You will be held responsible for your actions. Particular attention should be directed to the appropriate use of materials available online. Whether intentional or not, improper use of materials is a violation of academic honesty. If you are unsure as to what is permissible, please contact your course instructor.

Conflicts with Academic Responsibilities

The College of Wooster is an academic institution and its fundamental purpose is to stimulate its students to reach the highest standard of intellectual achievement. As an academic institution with this purpose, the College expects students to give the highest priority to their academic responsibilities. When conflicts arise between academic commitments and complementary programs (including athletic, cultural, educational, and volunteer activities), students, faculty, staff, and administrators all share the responsibility of minimizing and resolving them.

As a student you have the responsibility to inform the faculty member of potential conflicts as soon as you are aware of them, and to discuss and work with the faculty member to identify alternative ways to fulfill your academic commitments without sacrificing the academic integrity and rigor of the course.

Title IX Reporting Policy Regarding Sexual Misconduct, Harassment, Relationship Violence, and Stalking

Contact: Lori Makin-Byrd, lmakin-byrd@wooster.edu, (330) 263-2017, [Title IX website](#)

The College of Wooster is committed to fostering a campus community based on respect and nonviolence. To this end, we recognize that all Wooster community members are responsible

for ensuring that our community is free from discrimination, gender bias, sexual harassment, and sexual assault. In accordance with Title IX, Wooster is legally obligated to provide supportive options for all reports of sexual harassment and sexual assault that occur on our campus. Faculty who become aware of an incident of sexual violence, including harassment, rape, sexual assault, relationship violence, or stalking, are mandated reporters at the College and are required to notify Wooster's Title IX Coordinator. The purpose of this disclosure is to ensure that students are made aware of their reporting options and resources for support. For more information about your rights and reporting options at Wooster, including confidential and anonymous reporting options, please visit https://inside.wooster.edu/title-ix/.

Academic Resource Center: Academic Support and Disabilities
Contact: Amber Larson, alarson@wooster.edu, (330)263-2595, ARC Website

The Academic Resource Center, which is in APEX (Gault library) offers a variety of academic support services, programs and 1:1 meetings available to all students. Popular areas of support include time management techniques, class preparation tips and test taking strategies. In addition, the Academic Resource Center coordinates peer-tutoring for several academic departments. Students are encouraged to schedule an appointment.

An additional support that the Academic Resource Center offers is English Language Learning. Students can receive instruction or support with English grammar, sentence structure, writing, reading comprehension, reading speed, vocabulary, listening comprehension, speaking fluency, pronunciation, and American culture through 1:1 meetings with the Academic Resource Center staff, ELL Peer Tutoring, ELL Writing Studio courses, and other programming offered throughout the year.

The Academic Resource Center also coordinates accommodations for students with diagnosed disabilities. At the beginning of the semester, students should contact the Academic Resource Center to make arrangements for securing appropriate accommodations. Although the Academic Resource Center will notify professors of students with documented disabilities and the approved accommodations, students are encouraged to speak with professors during the first week of each semester. If a student does not request accommodations or does not provide documentation to the Academic Resource Center, faculty are under no obligation to provide accommodations.

Discriminatory or Bias-Related Harassment Reporting Policy
Contact: Kayla Campbell, kcampbell@wooster.edu; or visit the Bias Reporting website

The College of Wooster is committed to promoting its mission of inclusivity and equity in all aspects of the educational enterprise. This commitment extends to all rights, privileges, programs and activities, including housing, employment, admissions, financial assistance, and educational and athletic programs at the College. The College's Bias Incident Reporting Process

is designed to effectively respond to bias concerns raised by faculty, students, staff, alumni and visitors to the College. If you or someone you know are the victims of bias, you can:

- [File a report online](#) (where you may choose to identify yourself or not)
- Contact Campus Safety: 2590 (from campus phone) or 330-263-2590
- Call the Anonymous Tip Line: 2337 (from campus phone) or 330-263-2337
- Contact the Dean of Students Office: 2545 (from a campus phone) or 330-263-2545
- Contact the Chief Diversity, Equity, and Inclusion Officer representative for students: Kayla Campbell, kcampbell@wooster.edu, 330-263-2607

Wellbeing at Wooster

Contact (24/7): (330) 263-2319, or visit the [Wellness Center website](#)

The College of Wooster is committed to supporting the wellbeing of our students. During the course of their academic careers, students experience challenges that may interfere with their learning & health (both physical and mental), including but not limited to: strained relationships, adjusting to a new environment, chronic worrying, persistent sadness or loss of interest in enjoyable activities, family conflict, grief and loss, domestic violence, unwanted sexual experiences, difficulty concentrating, drug/alcohol problems, significant changes in eating and sleeping patterns, microaggressions, challenges with organization, procrastination and/or lack of motivation. Counseling Services at the Longbrake Student Wellness Center is a free and confidential resource providing short-term counseling and connections to community agencies for students needing longer term or specialized resources. You can make an appointment by calling 330.263.2319 between 8:30am-4:30pm during weekdays or by emailing Lori Stine (lstine@wooster.edu). You can also find helpful resources on the Counseling Services website at https://inside.wooster.edu/health/counseling/.

Students also have free access to TimelyCare, a telehealth service providing scheduled medical and counseling appointments as well as 24/7 crisis consultation with licensed professionals. Students use their Wooster email to establish an account at [TimelyCare: Telehealth for Scots](#). TimelyCare also provides students access to nutritionists and health coaches about issues of sleep and exercise, and psychiatry (with a referral from doctor or counselor).

If you or a friend is in crisis, please call Campus Safety at 330-287-3333 or the National Suicide Prevention Lifeline (1-800-273-TALK) or connect with the Crisis Text Line by Texting "4HOPE" to 741-741.

For financial concerns: Dean of Students Office, dos@wooster.edu (330) 263-2545, [DoS website](#)

For safety concerns: Campus Safety 330-263-2590 or cow-security@wooster.edu, [Campus Safety website](#). In the care of an emergency, call: 330-287-3333.