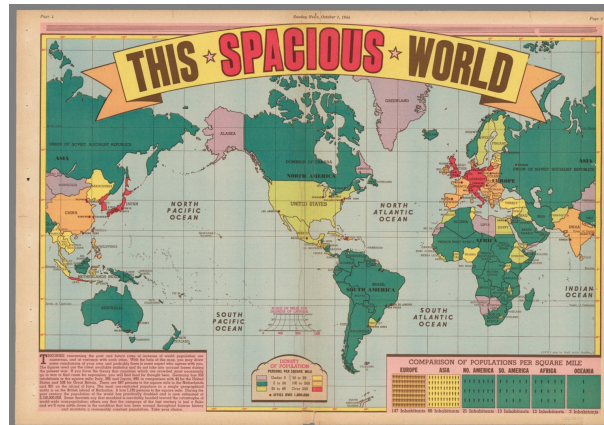


# MO5161 Skills in Transnational History

Module Coordinator: Konrad M. Lawson

Fall, 2017



**This Spacious World. October 1, 1944 by Sundberg, Edwin L.**  
From the David Rumsey Map Collection

## Overview

10-12:00 Thursdays, St Katharine's Lodge B3

Week 0 - **Orientation: History in Practice - Strategies for Research in Transnational History**

Week 1 - **Introduction to Historical GIS**

Week 2 - **Introduction to QGIS**

Week 3 - **QGIS - Historical Maps and Geo-referencing**

Week 4 - **Map Design and Deployment Techniques**

Week 5 - **Thinking With/Against Maps and Geographical Information**

Week 6 - *Independent Learning Week*

*30.10 QGIS project and essay due*

Week 7 - **Cleaning Data and Analysing Texts**

Week 8 - **Prosopography and Networks in the Humanities**

Week 9 - **Introduction to Databases**

Week 10 - **Introduction to Tools for Database Development**

Week 11 - **Introduction to Tools for Social Network Visualisation and Analysis**

Week 12 - **Epistemologies of Quantification and the Critical Digital Humanities**

*15.12 Database/visualisations, essay and appendix due*

## Key Info

**Coordinator:** Konrad M. Lawson **Email:** [kml8@st-andrews.ac.uk](mailto:kml8@st-andrews.ac.uk)

**Office:** St. Katharine's Lodge Room B3

**Office Hours:** Thu 16:00-17:00 (please [sign up https://goo.gl/Rh19wj](https://goo.gl/Rh19wj))

## Description

This module will equip MLitt students with skills necessary for historical research in the twenty-first century. Tailored specifically for students studying transnational, global and spatial history, the course will lead to the acquisition and development of skills in the digital humanities, and/or skills required for using specific historical sources. Students select two mini-modules from a range that includes GIS map-making; digital network analysis; translation; using non-textual sources. The course is distinctive in that it seeks to foster multi-disciplinary expertise among history students – with the aim of developing innovative approaches to the sub-disciplines of transnational, global and spatial history.

## Assessment Summary

50% - 30 October - History Map Project QGIS Project File and accompanying files, 1,000-1,500 word explanatory essay and 500 word appendix

50% - 15 December - Database file or excel spreadsheets + 1-5 visualizations, 1,500-2,000 word essay, visualisations, and 500 word appendix

### Map Project (50%)

This assessment is designed to give you a chance to demonstrate your ability to effectively use QGIS to prepare map layers, produce exported maps for incorporation into a historical project; be able to articulate what the maps can be useful for; and be able to describe the limitations and problems associated with your map and the data on which it depends.

For Submission you must upload, to the MMS:

- 1,000-1,500 word explanatory essay which provides some basic historical background to the inspiration for the map project, discusses the ways in which the map can be used for heuristic, illustrative, or analytical purposes, and the limitations and problems with map. In other words, discuss both what the map might reveal, but also what it may potentially conceal or distort. *Important:* At the end of the essay or embedded into the body of the essay should be the exported maps, with any post-processing required, such as you would want them to appear in a historical essay, with an appropriate caption. You will be marked in part on the presentation quality of the map and its ability to clearly and cleanly communicate what it sets out to show.
- 500 word appendix must also be uploaded to the MMS which describes the technical process by which you assembled the QGIS project and its layers. What did you do to create each of the layers? Where exactly did you get the data for each of the layers and why did you choose that data over possible alternatives? What other technical steps did you carry out in order to produce the project?
- If they cannot be uploaded directly to MMS individually or as a zip file, you must include a link to a place where the QGIS files can be downloaded (publicly accessible or shared Google Drive or Dropbox file link, or other file sharing resource) or else have submitted a USB drive on the previous meeting of class with the files.

**Scope:** The number of layers of data to include depends entirely on what map or maps are being created, that is what you are trying to show. It may consist of three or up to a dozen layers and may include natural coastal or topographical data, other features, and thematic data layers visualizing things. You may generate a single exported map if it is rich and complex, requiring a very significant amount of time in preparation or up to half a dozen different maps using different data or snapshots of data at a particular time if they can be used effectively for historical argumentation. Please consult with the tutor as your outputs become clear if you have questions about the scope.

### Database and Visualisation Project (50%)

This assessment allows you to develop your skills at the assembly, cleaning, visualisation and reflection on data compiled from historical sources. You should extract data from your sources in the form of objects, people, organisations, people, etc. and compile these either into 1) an excel spreadsheet or 2) a series of edge lists or 3) a raw CSV file for import and manipulation in R or 4) a relational database that has been designed and normalised using good practices. Your work will be evaluated on the appropriateness of the selection of its output, account for the complexity of the chosen output (e.g. of these, (4) represents the most challenging output task), and whether the assembled material is sufficient for indicative findings for the explanatory essay (e.g. did you include enough, and appropriate kinds of data in the database to produce something useful).

Once you have created the above database you should produce some visualisations of your data in a way that is indicative of potential useful findings. There is limited time for this project so students are not expected to have an extensive or complete data, but there must be enough to at least demonstrate the possibilities (and limitations) or the material to make use of it in historical work. The visualisations may take a number of different forms (and several can be combined for this project, most effectively if they show different things) and should number 1-10 visualisations depending on the difficulty and complexity of the visualisations produced and what they can potentially be used for: 1) a collection of graphs and tables identifying patterns in the data. 2) Visualisation of the data through GIS output in the form of a choropleth or other thematic map 3) Results (can be table form) from processing of the data in R, with the R code included, or text/corpus analysis, with any relevant instructions on how the output was produced or 4) a visualisation of a network using Cytoscape, Gephi, Palladio, or other visualisation tool

For Submission you must upload to the MMS:

- 1,500-2,000 word explanatory essay which provides some basic historical background to the inspiration for the database and visualisation. It should discuss the way the database could be further expanded in terms

of content, or developed in terms of the structure of the database or its possible outputs for use. It must also discuss the limitations of the database and the sources that underlie it, discuss the costs of quantifying the data from the sources in the way carried out, and similarly reflect on both what the visualisations can potentially reveal in terms of heuristic, illustrative, and analytic goals, but also what it may conceal or distort. *Important:* Embedded in the body of the essay or at the end of the essay you should produce the exported

- 500 word appendix discussing the technical process you used to create the database and visualisation. What decisions did you make in coding the data, where did you get the data from exactly, and what steps did you take in producing the visualisations.
- If they cannot be uploaded directly to MMS individually or as a zip file, you must include a link to a place where the QGIS files can be downloaded (publicly accessible or shared Google Drive or Dropbox file link, or other file sharing resource) or else have submitted a USB drive on the previous meeting of class with the files.

## Academic Misconduct and Plagiarism

Academic integrity is fundamental to the values promoted by the University. It is important that all students are judged on their ability, and that no student is allowed unfairly to take an advantage over others, to affect the security and integrity of the assessment process, or to diminish the reliability and quality of a St Andrews degree.

Academic misconduct includes *inter alia* the presentation of material as one's own when it is not one's own; the presentation of material whose provenance is academically inappropriate; and academically inappropriate behaviour in an examination or class test. Any work that is submitted for feedback and evaluation (whether formative or summative, at any point in the programme of study) is liable to consideration under this Good academic practice policy. All work submitted by students is expected to represent good academic practice.

The University's policy covers the behaviour of both undergraduate and postgraduate students. The policies and practices described in this document do not cover misconduct by academic staff; other procedures exist to deal with these.

For more information:

<https://www.st-andrews.ac.uk/students/rules/academicpractice/>

If you are unsure about the correct presentation of academic material, you should approach your tutor. You can also contact CAPOD, which provides an extensive range of training on Academic Skills.

<http://www.st-andrews.ac.uk/capod/>

## **Assignments**

Your submitted work should meet the following requirements:

### **Headers and Formatting**

At the top of all your written work or on a cover page, please include:

- The date of submission
- The assignment you are submitting (e.g. Historiographical Essay, Empirical Research Essay, etc.)
- Your student number
- A title for your essay
- The total number of words including footnotes (use the word count feature of your word processor)

When formatting your assignments, please follow these guidelines:

- Add page numbers
- Use a minimum of 12 sized font
- Use a serif font (such as Times Roman, Georgia, Garamond), not a sans serif font (such as Arial, Helvetica, Verdana)
- Please double space your essays

Other aspects of formatting are highlighted in the School of History style sheet. See the following section.

### **Footnotes and References**

Please carefully read the St Andrews School of History Style Sheet:

<http://www.st-andrews.ac.uk/history/infoug/stylesheet.html>

This document, sections 1-4, contains extremely valuable information on how to compose your essay, including how to format your footnotes and bibliography. Please note that failure to follow the style sheet can result in penalties on the final mark for the essay.

### **Online Submission**

Unless otherwise indicated, work will be considered submitted by the date the document was submitted online on the MMS website for the course.

If you are concerned that any given assignment was not correctly submitted to the MMS, you are free to email a copy of your submitted assignment to the module coordinator, if you like. In the event an assignment was not correctly uploaded to the MMS for some reason, but an emailed copy was sent in time, that date of submission will be used, but a copy will still need to be submitted to the MMS thereafter.

### **Late Work**

This module follows the official School of History penalties for late work:

<http://www.st-andrews.ac.uk/history/infoug/penalties%20for%20late%20work.html>

## **Word Limits**

Assessed work with word limits should be always submitted within those limits. Writing in a clear and concise manner, and being able to structure and execute an argument that may be shorter than you feel is required is a skill that is of great use in academic fields as well as the workplace beyond. Please do not go over the limit and force yourself to work within them as a practice that will be important for writing assignments in your future careers.

The official School of Histories penalties for short/long work are followed in this module:

<http://www.st-andrews.ac.uk/history/infoug/penalties%20for%20late%20work.html>

## **Reference**

### **Advice and Support for Students**

For advice and support on any issue, including academic, financial, international, personal or health matters, or if you are unsure of who to go to for help, please contact the Advice and Support Centre, 79 North Street, 01334 462020, [theasc@st-and.ac.uk](mailto:theasc@st-and.ac.uk).

### **Semester Dates**

The Semester Dates are available at:

<https://www.st-andrews.ac.uk/semesterdates/>

### **Marking Scale**

We use a 20 point marking scale for your assignments. For more on interpreting the marking scale, see the School of History marking scale for taught Postgraduates:

<https://www.st-andrews.ac.uk/history/infopg/ipgassess.html>

### **Good Academic Practice**

<http://www.st-andrews.ac.uk/media/teaching-and-learning/policies/gap.pdf>

[http://www.st-andrews.ac.uk/media/teaching-and-learning/documents/September 2014 Updated GAP Guide for Students.pdf](http://www.st-andrews.ac.uk/media/teaching-and-learning/documents/September%202014%20Updated%20GAP%20Guide%20for%20Students.pdf)

### **Absence from Classes**

Attendance is a basic assessment requirement for credit award, and failure to attend classes or meetings with academic staff may result in your losing the right to be assessed in that module.

Please read the university policy on student absences:

<https://www.st-andrews.ac.uk/students/rules/selfcertification/>

### **Disability Support**

If you require support for disability reasons, for example teaching and exam arrangements, please contact the Disability Team in Student Services who can provide support for a wide range of disabilities such as learning difficulties, visual and hearing impairments, mobility difficulties, Asperger's, mental health, long standing medical condition and much more.

## Basic Readings

GREGORY Gregory, Ian N., and Paul S. Ell, eds. *Historical GIS: Technologies, Methodologies, and Scholarship*. Cambridge Studies in Historical Geography, no. 39. Cambridge: Cambridge University Press, 2008. [Library ebook](#)

LÜNEN Lünen, Alexander von, Charles Travis, eds. *History and GIS: Epistemologies, Considerations and Reflections*. Dordrecht ; New York: Springer, 2013. [Library ebook](#)

BODENHAMER Bodenhamer, David J., John Corrigan, Trevor M. Harris, eds. *The Spatial Humanities: GIS and the Future of Humanities Scholarship*. Bloomington: Indiana University Press, 2010. [Library ebook](#)

GEDDES Gregory, Ian N., and Alistair Geddes. *Toward Spatial Humanities: Historical GIS and Spatial History*. Indiana University Press, 2014. [Library ebook](#)

CORRIGAN Bodenhamer, David J., John Corrigan, and Trevor M. Harris. *Deep Maps and Spatial Narratives*. Indiana University Press, 2015.

Knowles, Anne Kelly, and Amy Hillier. *Placing History: How Maps, Spatial Data, and GIS Are Changing Historical Scholarship*. ESRI, Inc., 2008.

[Spatial History Project at Stanford University](#)

[The Historical GIS Research Network](#)

## History in Practice - Strategies for Research in Transnational History

Keep in mind that our emphasis in this course is on a small set of skills related to databases, networks, mapping, and GIS which each require far more time than a single module can offer for any degree of significant mastery.

In addition to getting an introduction to concrete skills in this module we will speak throughout the semester more broadly of the range of tools and skills that are useful to historians, and especially transnational and spatial historians. These are by no means limited to the realm of computer software and technologically advanced methodologies. We will explore some of the variety of challenges are particularly common to projects which deal with multiple scales, archives in multiple languages, and require careful organisation and note taking practices.

We will also discuss the cluster of practices and problems that represent the evolving field of the “digital humanities” and how this module may be seen as representing a part of it. We will revisit this topic again in weeks 5 and 12, when we will be introduced to critiques and reflections within the field.

During class we will often have a look at some of the kinds of tasks that can be made easier by learning a bit more on the technological front. To get an idea of the kinds of tasks we are talking about, browse through the lessons at the [Programming Historian](#)

## Week 1 - Introduction to Historical GIS

This week will explore the development of Historical GIS, but more broadly the analysis of geographic data within the humanities in general, as well as some of its basic approaches and promise. We will discuss Franco Moretti and chapters in as example of an experimental application in literature, and together spend some time examining and critiquing various more recent projects online.

We will set aside time this week to discuss the first project assessment, and some potential topics and sources that you may consider using for the assessment.

### Preparation

Please try to download and install [QGIS](#). If you have problems, please make note of what issues appear and bring them in.

### Key Readings

Spatial History Project, Richard White [What is Spatial History?](#)

Spatial History Project, Stanford University [Gallery of Projects](#)

Moretti, Franco. *Atlas of the European Novel, 1800-1900* Verso 1998, p1-73 (Ch 1: The Novel, the Nation-State)

## GREGORY

Ch 1 “GIS and its role in historical research: an introduction” 1-19 Ch 5 “Using GIS to visualise historical data” 89-118

## LÜNEN

Ch 1 “Beyond GIS: Geospatial Technologies and the Future of History” 1-15

GEDDES Ch 1 “Railways and Agriculture in France and Great Britain” 4-30

Ch 2 “The Development, Persistence and Change of Racial Segregation in U.S. Urban Areas” 35-59

Ch 3 “Troubled Geographies...” 62-83

Fragment of Ch 4, only section “Environmental Management” 104-111

Ch 5 “The Politics of Territory in Song Dynasty China” 118-140

## Further Reading

GREGORY Ch 3, 4

Read more chapters in Moretti’s *Atlas of the European Novel*

Tom Elliot and Sean Gillies “[Digital Geography and the Classics](#)” *Digital Humanities Quarterly*



## Week 2 - Introduction to QGIS

We will open today with a discussion of some basic GIS terminology, concepts, and the components which are required for using GIS software. We will also examine some of the range of tools, free and not free which can be used as desktop software, but also through a range of online tools for working with geographic data, creating rich maps with this data, and in more advanced software, carry out analysis on these geodata sets. We will discuss ways of finding and creating your own geodata, including some of the strategies for searching online for high quality datasets.

We will set aside class time to further talk about the first assessment, the expectations and share thoughts on what you wish to do in this regard.

### Reading

Moretti, Franco. *Graphs, Maps, Trees: Abstract Models for Literary History*. Verso, 2007, p34-64 (Ch 3: Maps) [Library ebook](#)

Continuing from last week, please read as much as you can from BODENHAMER Intro, Ch 4, 6, 7, and 10

### Preparation

Please come to class having installed QGIS: [QGIS Download and Installation](#)

In class we will together work through a few of the tutorials at [Mapping and GIS for Historians](#)

### Reference Reading

[QGIS Training Manual](#)

[Mapping and GIS for Historians](#)

[QGIS Tutorials and Tips](#)

Graser, Anita. *Learning QGIS 2.0*. Packt Publishing Ltd, 2013. (Not in library)

## Week 3 - QGIS Continued; Georectification

Our goal in this second hands-on QGIS session is to discuss the art and challenges of georectification. This is the process of assigning coordinates in physical space to, in our case, locations on a historical map. We will learn how to carry this out to prepare a map in GIS software such as QGIS so that we may add layers that extract locations or objects on that map, both at large scales and small ones.

[Mapping and GIS for Historians](#) - Please continue doing tutorials on our tutorial website, at least through tutorial 6

### Reading

“Lyons, the Spatial Analysis of a City in the 17th and 18th Centuries. Locating and Crossing Data in a GIS Built from Written Sources” in Rau, Susanne, Ekkehard Schönherr, eds. *Mapping Spatial Relations, Their Perceptions and Dynamics: The City Today and in the Past. Lecture Notes in Geoinformation and Cartography*. Cham ; New York: Springer, 2014. [Library ebook](#)

Hill, Linda L. *Georeferencing: The Geographic Associations of Information*. Digital Libraries and Electronic Publishing. Cambridge, Mass: MIT Press, 2006, Ch 1 “Laying the Groundwork” [Library ebook](#)

### Further Reading

Hill, *Georeferencing*, Ch 5 [Library ebook](#)

## Week 4 - QGIS - Map Design, Post-processing, and Deployment

This week is closer to cartography and moves beyond GIS software. We will discuss some of the principles of creating maps that are visually effective, maps that tell stories, and some basic elements and techniques. We will discuss the world of map editing beyond GIS software, using vector based software, whether the open-source application Inkscape, or commercial software such as Adobe Illustrator. We will discuss the relative benefits of working within

QGIS and then editing or deploying your maps after some editing in another graphics application, or, when simple maps are all that are needed, working directly with a graphics application, or an online tool.

A portion of class time will be set aside to talk to show each other what progress you have made in your own QGIS project, what map layers you have created or combined, what maps you have georeferenced, and you will have a chance to receive feedback.

### **Preparation**

Please continue and complete the tutorials at [Mapping and GIS for Historians](#)

Please attempt to install [Inkscape](#) on your laptop. Don't worry if this is unsuccessful but it will be nice if at least some students attend class with a functioning version.

Have a look at the Wikipedia entry for [SVG](#)

Take a look at this example of a highly detailed SVG map:

[Holy Roman Empire in 1648](#)

If you successfully installed Inkscape or have a copy of another SVG compatible graphics application, download and open the map in the application.

### **Reading**

CORRIGAN Ch 4 "Inscribing the Past" Ch 7 "Spatializing and Analyzing Digital Texts"

### **Reference Reading**

Slocum, Terry A., Robert B. McMaster, Fritz C. Kessler, and Hugh H. Howard. *Thematic Cartography and Geovisualization*. 3 edition. Pearson, 2013.

Tufte, Edward R. *The Visual Display of Quantitative Information*. Graphics Press, 2001.

## **Week 5 - Thinking With/Against Maps and Geographical Information**

For several weeks now we have been learning some very basic skills in QGIS and mapping. The promise of using GIS software for mapping, and the more advanced geographical analysis that becomes possible with it should be apparent. However, this week we will shift to think more critically about some of the epistemological challenges that it presents and what limitations there are for historical GIS and geographic analysis of a quantitative kind when applied to spatial history.

We will set aside time towards the end of this seminar to talk about the second assessment for this module. We will discuss ways to build on existing work done on the QGIS project and essay or ways to shift to another project for the Database/Visualization assessment that may be useful in your dissertation research, for example.

"Elements of Historical Knowledge About Urban Spaces: Reflections on the Requirements for a Dynamic Map" in Rau, Susanne, Ekkehard Schönherr, eds. *Mapping Spatial Relations, Their Perceptions and Dynamics: The City Today and in the Past. Lecture Notes in Geoinformation and Cartography*. Cham ; New York: Springer, 2014. [Library ebook](#)

LÜNEN Charles Travis "GIS and History: Epistemologies, Reflections, and Considerations" 173-194

Joanna Drucker "[GIS Analysis and Critical Issues](#)" \* Please attempts the exercises Drucker offers here.

Joanna Drucker "[Humanities Approaches to Graphical Display](#)"

### **Further Reading**

Jobst, Markus, eds. *Preservation in Digital Cartography: Archiving Aspects*. Berlin ; London: Springer, 2010. [Library ebook](#)

## **Week 6 - Independent Learning Week**

Use this week to finish your Map Project and catch up on any reading you may have fallen behind on. Start thinking about how to transition into the database project and read over the requirements for the Database and Visualisation Project.

## Week 7 - Cleaning Data and Analysing Texts

This week will have two focuses. The first is to talk about some of the technological challenges of moving from textual narrative or other kinds of material embedded in historical sources, to digital data that can be manipulated, analysed and visualised. Already in week 5 and again in week 12, we will return to the critical questions of what is lost, transformed, newly created in this process, but the main goal is to look at some of the tools for cleaning data. Among these will be an introduction to Regular Expressions and a brief introduction to tools such as OpenRefine and Orange.

The second part of the class will introduce (but not delve into too much depth) into the broad world of text analysis and text mining in the form of a variety of fields such as corpus analysis, text encoding and markup, topic modeling, and making use of data extracted from text for maps and network visualisations.

### Preparation

Review the tutorials available at programminghistorian and identify 1-3 of these that may be relevant to your own goals for the preparation and analysis of data. We will discuss them in class:

<https://programminghistorian.org/lessons/>

Please use this week to really make a jump on your second project, thinking about the topic, and more importantly, what kinds of sources might be used for our second exercise.

### Reference Reading

Jeffrey E. F. Friedl *Mastering Regular Expressions* 2nd Edition O'Reilly

## Week 8 - Prosopography and Networks in the Humanities

This week begins with a more historical approach. The study of large groups of individuals, or individual objects, along with the network of relationships between them is very old in the practice of history. It was traditionally the field known as “prosopography” which we will examine more closely today, and analyse some of the decisions made in the course of developing the large databases behind some of these projects.

We will set aside class time to see what progress you have made towards a topic for the second assessment and what kinds of data you have begun to assemble for the database and visualizations.

### Preparation

Please visit and look over the following websites:

[Prosopography Research](#)

[Domesday - Prosopography of Anglo-Saxon England.](#)

[Prosopography of the Byzantine World](#)

[China Biographical Database Project](#)

### Reading

Erickson, Bonnie H. “Social Networks and History: A Review Essay.” *Historical Methods: A Journal of Quantitative and Interdisciplinary History* 30, no. 3 (January 1, 1997): 149–57. doi:10.1080/01615449709601182.

### Reference

[Historical Network Research - Bibliography](#)

## Week 9 - Developing a Network Database

This week we'll discuss some of the background of what needs to be thought about prior to the creation of a database and some of the challenges at the outset. The basics of what a relational database is, and how it has come to dominate, until very recently, almost everything you interact with online. This week we will also have a closer look at some existing databases, how they are structured, and what happens when you interact with them. We will also discuss how prosopographical efforts and biographical or event databases are now a key part of linking to heuristic map making and GIS analysis.

Peter Bol [“GIS, Prosopography, and History”](#)

Lemerrier, Claire. [“Formal Network Methods in History: Why and How?”](#) December 7, 2011.

Harvey, Charles, and Jon Press. *Databases in Historical Research: Theory, Methods and Applications*. Macmillan, 1996, selections.

## Week 10 - Introduction to Tools for Database Development

This week we will begin developing our own database, primarily with the software known as LibreOffice Base, and open source alternative to the desktop database software Microsoft Access. We will first construct a database using some example data, but then approach it with some of our own data. In addition, we will review your results from carrying out the below tutorial, using another approach to database creation and visualization from the Programming Historian.

Attempt this tutorial at the Programming Historian:

[From Hermeneutics to Data to Networks: Data Extraction and Network Visualization of Historical Sources](#)

### Reference

[LibreOffice Base Manual](#)

[TheFrugalComputerGuy Tutorials for LibreOffice Base](#)

### Further Reading

Moretti, Franco. *Graphs, Maps, Trees: Abstract Models for Literary History*. Verso, 2007.

## Week 11 - Introduction to Tools for Social Network Visualisation and Analysis

This week we will talk about the kinds of tools available for visualizing networks, small and large. We will take a closer look at the open source software called Gephi and, using some sample data, will discuss what benefits rich network visualizations with the software might offer. Some of our readings for this week continue the broader background in the scholarship on Social Network Analysis

### Reading

[“Demystifying Networks”](#)

Wetherell, Charles. “Historical Social Network Analysis.” *International Review of Social History* 43, no. Supplement S6 (December 1998): 125–44. doi:10.1017/S0020859000115123.

Cherven, Ken. *Mastering Gephi Network Visualization*. Packt Publishing Ltd, 2015, selections (not in library)

Wasserman, Stanley, and Katherine Faust. *Social Network Analysis: Methods and Applications*. Cambridge ; New York: Cambridge University Press, 1994, selections

### Reference Reading

Hanneman, Robert A., Augustine J. Kposowa, and Mark D. Riddle. *Basic Statistics for Social Research*. 1 edition. San Francisco, CA: John Wiley & Sons, 2012.

Robert A. Hanneman and Mark Riddle [Introduction to social network methods](#) Online textbook

### Examples of Research on Networks

Lindner, Ulrike. “Transnational Movements between Colonial Empires: Migrant Workers from the British Cape Colony in the German Diamond Town of Lüderitzbucht.” *European Review of History: Revue Européenne D’histoire* 16, no. 5 (2009): 679–95.

David S. Lux and Harold J. Cook, ‘Closed Circles or Open Networks? Communicating at a distance during the scientific revolution’, *History of Science* 36 (1998): 179-211.

James Secord, ‘Knowledge in Transit’, *Isis* 95 (2004): 654-672

Rodogno, Davide, Bernhard Struck, and Jakob Vogel, eds. *Shaping the Transnational Sphere: Experts, Networks and Issues from the 1840s to the 1930s*. New York: Berghahn Books, 2014. (Introduction)

Jasanoff, Maya. *Liberty's Exiles: How the Loss of America Made the British Empire*. London: HarperPress, 2011.

John Law, 'On the methods of long-distance control: vessels, navigation and the Portuguese route to India', in John Law (ed.), *Power, Action and Belief. A New Sociology of Knowledge?* (London, 1986), pp. 234-263. Not in library, but available to download [here](#)

David Livingstone, *Putting Science in its Place: Geographies of Scientific Knowledge* (Chicago, 2003), Chapter 1 'A Geography of Science?' and Chapter 4 'Circulation: Movements of Science'.

Bruno Latour, 'The Powers of Association', in John Law (ed.), *Power, Action and Belief. A New Sociology of Knowledge?* (London, 1986), pp. 264-280.

Pierre-Yves Saunier, 'Circulations, connexions et espaces transnationaux', *Genèses* 57 (2004), 110-126

### **On Social Network Analysis Methodology**

Scott, John, and Peter J Carrington. *Social Network Analysis a Handbook Of Network Analysis*. London; Thousand Oaks, Calif.; New Delhi: SAGE, 2011.

The following chapters in the handbook are more useful for humanities scholarship:

Ch 2 Social Network Analysis: An Introduction pp11-25

Ch 4 Network Theory pp40-54

Ch 8 Personal Communities: The World According to Me pp101-115

Ch 13 Corporate Elites and Intercorporate Networks pp180-195

Ch 19 Scientific and Scholarly Networks pp271-285

Ch 23 A Brief Introduction to Analyzing Social Network Data pp331-339

Ch 27 Qualitative Approaches pp404-416

Ch 28 Analyzing Affiliation Networks pp417-433

## **Week 12 - Epistemologies of Quantification and the Critical Digital Humanities**

This week we will again step back and reflect on some of the risks and theoretical problems with heavily quantitative approaches. We will discuss some of the literature on this in the "critical digital humanities" and then ask ourselves how our own projects for this module faced these issues.

### **Reading**

Schmidt, Benjamin M. "[Theory First.](#)" *Journal of Digital Humanities*, March 9, 2012.

Gibbs, Fred. "[Critical Discourse in Digital Humanities.](#)" *Journal of Digital Humanities*, March 9, 2012.

Joanna Drucker, "Humanistic Theory and Digital Scholarship" in Gold, Matthew K., eds. *Debates in the Digital Humanities*. Minneapolis: University of Minnesota Press, 2012. [Library ebook](#)

Folsom, Ed. "Database as Genre: The Epic Transformation of the Archives" *PMLA* Vol. 122 No 5 Oct 2007, 1571-1579.

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