**DH 101 - Introduction to Digital Humanities**

Spring 2025

Professor Frank “Trey” Proctor III

Class - TTH 10-1120, Barney Davis 212

Office Hours: MWF 1030-1130 **and by appointment (in person or via Zoom)**

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**Overview** –

Digital technology increasingly shapes how we communicate; how we form, maintain, and end relationships; how we construct communities; how we store, retrieve, and analyze information; how we organize our time...the list can go on and on. For students in the humanities, these revolutionary changes have made new kinds of study possible by opening up myriad new avenues for creativity, scholarship, and global engagement that address the issues above. This class is an opportunity for students to learn and play in these new spaces between traditional humanities-based inquiry and the digital.

Digital Humanities investigates how digital formats and tools are changing the ways that we can create and share knowledge in the humanities. This class is an introduction to *some* of these formats and tools.

We will focus on deeper understanding of the basic components of digital projects – from data to interface. We will explore the differences between the world we experience and the world as the computer can capture it.

**Learning Goals:**

1. Hone our Humanities-based problem-solving skills grounded in close reading, thoughtful consideration, informed discussion, and clear, concise writing focused on intended audience
2. Learning the basic vocabulary of concepts and tools in digital humanities
3. Increasing digital literacy – become more thoughtful, critical, and reflective users of digital tools and technologies
4. Developing a deeper understanding of how all technologies are complex, socially situated, and political tools through which humans make meaning and deploy power
5. Developing a deeper understanding of how digital technologies contribute to the development and maintenance of power structures (class, gender, racial, and other hierarchies)
6. Building resilience and the ability to “fail” productively
7. Develop a deeper understanding of the power and limitations of generative AI (Artificial Intelligence)
   1. How does generative AI work?
   2. What are its limitations?
   3. What are the broader ethical implications (bias, labor exploitation, environmental impacts, questions of equity, academic integrity) of widespread AI use?
   4. Prompt Engineering - how to best engage generative AI to produce meaningful and interesting responses.

**You will emerge from this class better able to:**

1. work with structured and unstructured data
2. create data visualizations
3. create network graphs
4. create digital maps
5. effectively and ethically use generative AI
6. understand the layers of power potentially embedded in these practices

**What to Expect –**

The unexpected! This class will likely (hopefully) feel different than most classes you’ve taken at Denison. First, rather than just reading, discussing, and writing you will be asked to apply those skills and content knowledge to make new things. Second, and relatedly, the class focuses equal time on technical skills.

Thirdly, this will likely be the one of the most collaborative classes you will take at Denison. The team who is coming together to teach the class (six people in all) should be a signal about the collaborative nature of the generation and presentation of knowledge in digital forms. No one can know everything, and often the best work is produced by a team of specialists with particular skills. Hopefully, then, this class will help sharpen your teamwork and project management skills in addition to the digital and humanities- based skills you will hone. In addition, this is likely the one time in your Denison career when you will experience faculty learning alongside you, as students, in one of your classes.

Finally, the goal of the class is to create a “semi”-public facing, group project. You will generate content to populate that site. This also means that we have to be attentive to our audience(s). This should be a different experience, and product, then a research class or readings colloquium.

**OFFICE HOURS** -

The purpose of office hours is to make myself available to my students to discuss our class, their assignments, and perhaps even their larger Denison experience. I am here and ready to help/talk/listen.

I would strongly encourage you to take advantage of office hours, or to set up an appointment. I can promise that doing so will help you be your most effective and successful in my course.

**Assignments:**

| Assignments | Value |
| --- | --- |
| Digital Humanities Project Critiques (x3) | 10% |
| Software Installations | 2.5% |
| Lab Reports / Failure Logs | 12.5% |
| Sherlock Holmes-Inspired Inky Project | 5% |
| Sherlock Holmes Digital Assignment | 12.5% |
| Reading Responses / Discussion Boards | 12.5% |
| Attendance and Contribution | 15% |
| Final Project Work   * Data Analysis * Building Block Assignments * Final Project Website * Reflective Essay | 5%  5%  15%  5% |

**SUBMITTING YOUR WORK** - You create a folder in your GoogleDrive space called DH101\_YourLastName (i.e. DH101\_Proctor). You will then share that folder with the teaching team. You should save ALL of your work for this class in that folder. Most assignments will ask you to upload a link to a GoogleDoc. If I am unable to open that file because you have not given me access (which will happen automatically if you save it in your DH101 and share the entire folder with me) the assignment will be treated as incomplete and you will receive a zero (0) on that assignment.

**Digital Humanities Project Critiques -** Three times relatively throughout the semester you will be assigned a digital humanities website to assess. You should consider the stated goals of the site; what types of data it used; how the data was found, transformed, and presented; what types of technologies were used. The critiques will provide an analysis of how successful you believe the project to be in achieving its aims, and why/why not?

We will discuss these sites in class, but we will not be doing formal presentations. Thus, you need to come prepared to offer your general assessment of the site and to highlight a particularly successful or problematic element of the project/site/

**Lab Reports / Failure Logs -** “Fail Logs and Lab Notes” – This is a space for you to describe the work that you did for each lab/technology/tool. What can go into this? Anything and everything. What should go into this? A narrative of your work that connects the dots and explains the thinking of what you did, a series of bread crumbs that helps you work through your work; AND, a “fail log” or a description of where things fell apart and what you did to get back on track. You must acknowledge the collaboration and assistance you received to address these issues.

Labs will include specific tasks beyond the work we do in class together, demonstration of completion of those tasks will also be a component of the lab report.

**Unit Projects -** The semester is designed around “Sherlock Holmes Stories” and we will apply multiple different tools to our data sets (these are the labs). You will then construct a mini-website focused on the outcome of applying those technologies. ***Specific Instructions to Follow.***

**Reading Responses / Discussion Boards** - Throughout the semester, I will post questions to Notebowl for most of the readings. At times these might be discussion boards, in other instances they will be informal writing assignments. The goal is to demonstrate that you are completing the readings; thinking critically about the arguments therein; and, how they might impact our class/project. (Students will be allowed to drop the lowest 10% of scores).

You will be graded on the thoughtfulness of your responses and the clarity of your writing. A primary goal will be for you to demonstrate that you have read and contemplated the reading.

**FYI - I will grade this with a high standard for full credit. Your job is to 1) prove you read AND 2) prove that you have thought about the implications of the reading.**

***PLEASE DO NOT USE A GENERATIVE AI CHATBOT TO COMPLETE THESE ASSIGNMENTS, DOING SO WILL RESULT IN PARTIAL OR NO CREDIT***

***Reading Response Rubric -***

1. 100 = clear that you read and thought about the assigned reading; and, that you are trying to add something to the discussion. Clarity of writing matters.
2. 75 = evidence that you have read
3. 50 = evidence that you have pretended to read
4. 0 = no response; or, response shows no indication of engagement with the reading

**Late Reading Responses/Discussion Boards will not be accepted.**

**Any assignment that I cannot open (if, for example, you have not correctly shared a Google file with me) will be treated as incomplete and receive a zero (0) for that assignment.**

**Technical Exam** - These exams will consist of an opportunity for you to demonstrate basic mastery of the technologies that we have learned throughout the semester. For example, you might be asked to create a simple webpage; to generate a visualization of a social network; to geolocate particular places and generate a digital map; to perform a simple text analysis of a text or set of texts; to create visualizations of numerical data; and/or to clean and reformat a “dirty” dataset.

**Final Project -**  Working in teams of five to six, students will examine a research question using digital methods. Your group will work to create a mini-website that explores and analyzes a dataset from multiple angles. Each group will be tasked with dividing duties according to member’s strengths and interests, selecting appropriate data and tools to conduct the research, and determining the deliverable outcomes (map, network, website, etc.).

Students will be presented with a list of potential datasets to choose from later in the semester. A group can also elect to generate their own dataset if they so choose.

***Full Instructions for the Project and a series of stepping-stone assignments will be provided separately.***

**Attendance and Contribution**

Denison, and Digital Humanities at Denison, are about the exchange of ideas. Rather than thinking about contribution as something for you (an assignment), think of it as an obligation to your classmates. They deserve for you to be prepared, engaged, and to share your ideas so that they can more thoroughly engage the material and the major questions we are considering.

You are expected to attend class, to have completed the assigned reading beforehand, and to contribute to our classroom conversations. Share your ideas, questions, thoughts and respond thoughtfully, empathetically, and meaningfully to the ideas of others. No small task.

**Grades and Grading** - Grading is a pedagogical tool. It is meant to signal to students where and how they can improve on meeting the expectations for the assignments in our class. They are not a reflection of ability, character, or effort. My comments on assignments are meant to highlight where improvement is possible on that assignment and should serve as guideposts for future assignments. They are not a road map to earning “A’s.” That may take time and practice. And, I am here to help you in that journey.

I believe strongly in the power of constructive criticism, so my comments will focus on strengths I see in a particular assignment but perhaps more so on the areas that I see where improvement is possible.

**Contribution and Device Use Rubrics** - **Attendance, contribution to in-Class learning, and Appropriate Device Use**

**A-range** - Attends all classes, arrives on time, and stays for the entire duration. Consistently contributes to discussions in every class with insightful, thoughtful, and relevant contributions that enhance the discussion. Actively listens, responds to, and engages with others' comments, and is always respectful, encouraging, and supportive of classmates.

**B-range** - Misses a few classes, generally punctual and present for the full class. Regularly contributes but may not speak in every class; contributions are relevant and show understanding of the material. Generally listens and occasionally engages with others' comments, usually respectful and sometimes supports others.

**C-range** - Regularly attends but participates rarely and may be frequently tardy. Speaks infrequently with minimal, sometimes off-topic contributions showing basic understanding. Listens but rarely responds to or acknowledges others, is respectful but passive and does not actively support or collaborate with others.

**D-range** - Frequent unexplained absences, often late or leaves early. Participates only very rarely with contributions that are often off-topic, disruptive, or show lack of preparation. Occasionally listens to others, may interrupt, and shows signs of disengagement. Sometimes disrespectful or minimally collaborative.

**F-range** - Multiple unexplained absences, frequently late or leaves early. Does not participate at all with contributions that are off-topic, disruptive, or show a complete lack of preparation. Does not listen to others, interrupts, or is completely disengaged. Disrespectful or significantly disruptive to the class environment.

**Attendance and Tardiness** - Attendance is mandatory in so far as if you are not present, you cannot participate in classroom activities and discussions. These are vitally important to your learning experience.

Timeliness matters (especially at 830am)! I will call roll at the beginning of class, if you are not present at that time I will mark you as absent. Speak to me after class to mark you as late, but if this becomes a pattern (more than 2 instances), I will no longer mark you as late and you will be considered as having missed class.

**Device Use Rubric for Computers, Phones, Tablets, and Smartwatches**

The rubric below outlines my expectations for device use in this classroom. Unacceptable and below expectations device use will negatively impact your contribution grade.

| **1. Unacceptable** | **2. Below Expectations** | **3. Meets Expectations** | **4. Exceeds Expectations** |
| --- | --- | --- | --- |
| Use is *inappropriate*. Device is a distraction to others. **Examples**: A student uses their device to play games, view material unrelated to the course, OR hold social conversations. | Use is *distracting* to the student, their colleagues, and/or the instructor. Student frequently checks devices for information unrelated to the class. **Example**: A student takes out their phone to look at text messages several times in one class period. | Device is *not used* except during designed times, or device use is limited to quick checks during times of transition. **Example**: a student receives an important text from a parent, which they check quickly during our transition between group work and full-class discussion, but waits to respond until an appropriate time. | Device *only used* as an efficient academic tool for a direct purpose. Device is not a distraction, but used at appropriate times as an extension of work or learning. **Examples**: A student uses their phone to do research during a research project, or uses their laptop to create a collaborative document for a group project. |

**Acknowledgements –** As a relative novice in Digital Humanities, one who wholeheartedly embraces William Cronon’s notion of being a “lifelong” learner, this course is the product of work of others; my Digital Humanities Summer Institute instructors Ian Gregory, Jessica Otis and Jon Simpson, and Ryan Cordell; my European Summer University in Digital Humanities instructors Simone Rebora and Giovanni Vitale; Educational Technology Specialists at Denison who have put up with me along the way, Donnie Sendelbach, Trent Edmunds, Debra Andreadis, Cheryl Johnson, and most importantly Kelli van Wasshenova; and, the work and syllabi of other practitioners and experts.

**This course design was influenced heavily by the syllabi of leading practitioners in the field, Johanna Drucker (UCLA) on the resource “Intro to Digital Humanities: Concepts, Methods, and Tutorials for Students and Instructors” (**[**http://dh101.humanities.ucla.edu/**](http://dh101.humanities.ucla.edu/)**) and the online course book presented by the UCLA Center for Digital Humanities (**[**http://dh101.humanities.ucla.edu/wp-content/uploads/2014/09/IntroductionToDigitalHumanities\_Textbook.pdf**](http://dh101.humanities.ucla.edu/wp-content/uploads/2014/09/IntroductionToDigitalHumanities_Textbook.pdf)**); Miriam Posner (UCLA) (**[**http://miriamposner.com/classes/dh101f17/**](http://miriamposner.com/classes/dh101f17/)**); Kristen Mapes (Michigan State University)** [**http://www.kristenmapes.com/dh285fall2020/**](http://www.kristenmapes.com/dh285fall2020/)**); Annie Swafford (**[**https://sherlockholmeslondondh.wordpress.com/about/**](https://sherlockholmeslondondh.wordpress.com/about/)**); and, Ashley Sanders Garcia (**[**https://asandersgarcia.humspace.ucla.edu/courses/dh101f18/**](https://asandersgarcia.humspace.ucla.edu/courses/dh101f18/)**)**

**Policies and Procedures:**

**Late work -** Deadlines matter! This is an important thing to recognize. However, life happens and I want to be as supportive and flexible as I can relative to your ability to complete your assignments to the best of your ability and in a timely manner.

Proactivity also matters! So, rather than a formal Late Policy, I am going to require that you be proactive. If you contact me BEFORE a deadline to let me know that you need extra time (for whatever reason) AND provide a reasonable alternative deadline I will not impose late penalties.

However, if you are not proactive, and simply turn in an assignment late, I will impose late penalties as follows - unexplained late papers will be penalized one full letter grade on the day following the due date (A to B) and one third of a letter grade (B to B-) for each day after that.

Missed assignments will be assigned a score of zero (0).

Late informal assignments will not be accepted.

**Academic Integrity: Please do your own work. Plagiarism will not be tolerated in any form.** The students and faculty of Denison University are committed to academic integrity and will not tolerate any violation of this principle.  Academic honesty, the cornerstone of teaching and learning, lays the foundation for lifelong integrity. 

Academic dishonesty is, in most cases, intellectual theft. It includes, but is not limited to, providing or receiving assistance in a manner not authorized by the instructor in the creation of work to be submitted for evaluation. This standard applies to all work ranging from daily homework assignments to major exams. Students must clearly cite any sources consulted—not only for quoted phrases but also for ideas and information that are not common knowledge. Neither ignorance nor carelessness is an acceptable defense in cases of plagiarism. It is the student’s responsibility to follow the appropriate format for citations. Students should ask the professor for assistance in determining what sorts of materials and assistance are appropriate for assignments and for guidance in citing such materials clearly.

Proposed and developed by Denison students, passed unanimously by DCGA and Denison’s faculty, the **Code of Academic Integrity** requires that instructors notify the Associate Provost of cases of academic dishonesty, and it requires that cases be heard by the Academic Integrity Board. Further, the code makes students responsible for promoting a culture of integrity on campus and acting in instances in which integrity is violated. The punishment for plagiarism/academic dishonesty in this class will be a grade of zero for the assignment in question and potentially a failing grade for the course in egregious cases.

**Disability Statement**: Any student who feels he or she may need an accommodation based on the impact of a disability should contact me privately as soon as possible to discuss his or her specific needs. I rely on the Academic Support & Enrichment Center in 104 Doane to verify the need for reasonable accommodations.

**Writing Center**: The Center is a free resource available to all Denison students.  Student writing consultants from many majors help writers one-on-one in all phases of the writing process, from deciphering the assignment, to discussing ideas, to developing an argument, to finalizing a draft.  Please visit the Writing Center Website at <http://www.denison.edu/writingctr/> for locations and hours.

**L2 or Multilingual Support:** In addition to the academic support services available to all Denison students, students who use English in addition to other languages can meet with Denison’s Coordinator of Multilingual Learning, Kalynda Thayer. If English is not your first or only language, please consider utilizing this resource, which is available to ALL Denison students. Ms. Thayer offers a variety of support for L2 students, including consulting with you about your written language (grammar, syntax, word-choices), strategies to manage your reading assignments, assistance with class conversation and presentations, and to help devising ways to develop and effectively use all your skills in English. You can email her at thayerk@denison.edu to schedule an appointment.

**The course adheres to Denison’s Academic Credit Policy:** Significant feedback on writing is a core component of this course. Students are expected to review instructor feedback and reflect on how to incorporate that into their future work. Students will be required to complete pre- or post-writing assignments before and after official course meetings. In addition, students will complete group assignments and they are expected to meet together with their group mates and with the professor for guidance on group projects throughout the semester.

**Classroom Etiquette**: Please arrive to class on time, and please turn off and put away your phones. Any student found using any form of social media on their phones or computers during class will be asked to leave.

| AI Statement -  The development of generative AI chatbots like ChatGPT and Bard are transforming the landscape of higher education. With that reality in mind, here are some guiding principles for the use of AI **in our course** (other faculty may have different policies, and it is YOUR responsibility to know what each of your professors determine is the acceptable and ethical use of AI in their courses).  AI can be a powerful tutor and instructor for many of the tools we will be exploring this semester. It is acceptable to you to use AI as an assistant in this regard, but it is extremely important that you clearly state how and why you used AI in your assignments.   * RECOGNIZE that my primary interest is to know what YOU THINK about the materials I have assigned. (I don’t care what a computer might produce as representing the “hive mind” or “groupthink ” best answer to a question based on what others have written.)   + AI might be appropriate as a piece of the process of identifying a topic and theme to write your papers on. It might be helpful to identify the author and their historical context to better understand your source(s). But, it **should not be used** to produce the final product (Please don’t ask AI to “write a paper” for you, you’re only cheating yourself)   + If you consult AI, Academic Integrity requires that you ACKNOWLEDGE such use to your readers. Do so in a footnote. In a sentence, explain your use of AI and identify the tool(s) you consulted.     - Do not CITE AI. Citations are meant to identify the work of other humans that you have consulted, and to provide a clear path to your evidence for your readers should they want to consult it themselves. AI-produced information is not reproducible, and thus is not a valid source. * DO NOT input/upload any personal information to AI. Do not provide your D#, SSN#, Passport#, Slayter box #, telephone number, etc. to AI * DO NOT *UPLOAD* any course materials or assigned reading to AI. Doing so may violate the Denison Code of Academic Integrity and Federal Copyright Law. |
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