



School of Information & Library Science
144 West 14th Street, 6th floor
New York, NY 10011-7301

LIS 697: DIGITAL HUMANITIES

Section: LIS-697-04
Semester: Spring 2012
Meeting Information: Wednesday, 3:30-5:50 pm
Location: PMC, Room 606
Credits: 3
Prerequisites: None

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COURSE DESCRIPTION

This course examines the history, theory, and practice of digital humanities, paying special attention to the ways in which digital humanities are transforming research, disciplines, and even the academy itself. Topics include contrasts and continuities between traditional and digital humanities; tools and techniques used by digital humanists; the processes of planning, funding, managing, and evaluating digital humanities projects; ways in which digital humanities impacts scholarly communication and higher education; and the special roles of libraries and information professionals in this growing movement.

COURSE GOALS + LEARNING OBJECTIVES

The goals of this course are to:

- explore various theoretical and applied perspectives on the digital humanities
- develop familiarity with a wide range of digital humanities projects and methods
- build skills in planning, developing, and evaluating digital humanities projects

By the end of this course, students will be able to:

- critically discuss digital humanities in light of current theories and methods
- explain how digital humanities methods and practices are applied in different disciplines
- plan, implement, and evaluate digital humanities projects

COURSE WEBSITE

All students enrolled in the course have access to course materials on Pratt's Learning Management System (a Moodle installation) available at my.pratt.edu. Please make sure you know how to access LMS and use Moodle. Also, please note that LMS facilitates communication using Pratt e-mail only. If you do not use your Pratt account, please use webmail to forward your Pratt e-mail to an account that you do use.

REQUIRED TEXTS

- Matthew Gold, *Debates in the Digital Humanities* (University of Minnesota Press, 2012) [ISBN 9780816677955]
- Susan Schreibman, Ray Siemens, John Unsworth, eds. *A Companion to Digital Humanities* (Blackwell, 2004) [free edition available at <http://www.digitalhumanities.org/companion/>]
- Franco Moretti, *Graphs, Maps, Trees: Abstract Models for Literary History* (Verso, 2007) [ISBN 9781844671854]
- Additional readings [available on Learning Management System via my.pratt.edu]

The required textbooks are available at the Barnes & Noble Bookstore on Fifth Avenue at 18th Street.

COURSE FORMAT

This course will be structured as a lecture/seminar. Each student is required to read the articles assigned on a weekly basis in advance of the session for which they are assigned. While the professor will clarify the main points of each session and address more advanced research material, the main portion of class will be devoted to discussion of the required readings for that week, as well as student work pertaining to those readings. Students will bring their own ideas, experience, and interpretations to class and will learn from contributing and hearing others.

COURSE REQUIREMENTS + ASSIGNMENTS

Your grade in the course will be based on the following:

Participation	5%
Disciplinary presentation	20%
Methods exercises (4)	20%
Management exercises (3)	15%
Final project	40%

Participation (5%)

Students are expected to actively and thoughtfully contribute to classroom discussion. Failure to do so will result in a reduced grade. Students with three or more absences (*for any reason*, including documented medical reasons) cannot expect to receive an A in the course and, in accordance with Pratt Institute policy, may fail the course at the discretion of the professor. If you do miss a class, for whatever reason, it is your responsibility to get notes from classmates and catch up on material.

Disciplinary presentation (20%)

Near the beginning of the semester, students will work in pairs to present digital humanities approaches within a particular discipline. Each pair will present on a different discipline and should include several project examples in the presentation.

Methods exercises (4 assignments, 5% each)

During the methodologies unit, students will experiment with each type of method by completing some weekly exercise and reporting results to the class. This may serve as foundational work for a final project.

Management assignments (3 assignments, 5% each)

During the management unit, students will choose one or more projects and critically reflect on issues of planning, evaluation, and preservation connected to their choice(s) by writing a short (approx. 750 words) response.

Final project (40%)

Students may complete a range of activities for their final projects including:

- working on a long-term digital humanities project (accompanied by critical reflections on that work)
- doing a small digital humanities project (accompanied by critical reflections on that work)
- proposing a digital humanities project (ideally in the form of a grant proposal), with reference to plan steps, evaluation, and preservation
- writing a research paper that reflects on the theory, methodology, or impact of the digital humanities.

Any of these activities may be carried out individually or collectively. All students will make a short presentation of their projects in class on May 2, 2012, and the final version must have some individually written component that incorporates theory and research in the digital humanities. Students should email a short proposal (no more than 250 words) before April 11, 2012. Proposals require approval by the professor before work may begin.

A detailed description of each assignment (except the final project) will be provided separately in class and made available on LMS.

GRADING

All graded assignments are due on the date indicated. The date of submission, your name, the course number, and the title of the assignment should be included at the top of each assignment. A detailed description of each assignment will be provided separately and made available online. **Written assignments must be uploaded to LMS by the beginning of the session in which they are due.** Non-graded assignments and in-class exercises will be also administrated over the semester and evaluated as part of participation and attendance.

Grades will be awarded as follows:

- A sustained level of superior performance demonstrated in all areas of course requirements
- B consistent level of performance that is above average in a majority of the course requirements
- C performance that is generally average and course requirements are achieved
- D below average performance and achievement of the course requirements
- F accomplishment of the course requirements is not sufficient to receive a passing grade

Late work will receive a reduced grade and not will be annotated with comments or other feedback.

POLICIES

Academic Integrity

Students are expected to adhere to the Academic Integrity Code and Judicial Process of the Pratt Institute available online at <http://www.prattsenate.org/learning/02-academic.htm>. All infractions will be reported, and I am disposed to fail all violators for the entire course.

Disabilities

Students who require special accommodations for disabilities must obtain clearance from the Office of Disability Services at the beginning of the semester. For further information, contact the Coordinator of Disability Services in the Office of the Vice President for Student Affairs at 718.636.3711.

Incompletes

The professor is allergic to incompletes. Incompletes will not be awarded except in cases of documented medical reasons and at the discretion of the professor.

Institute-Wide Policies

Students must adhere to the Pratt Community Standards listed in the current Student Handbook available online at http://www.pratt.edu/uploads/Online_Student_HandbookFINAL.pdf.

Participation in Faculty Research

Students taking this class may be asked to participate in faculty-sponsored research; all contributions will be appropriately credited.

Photography and Recording

Students taking this class may be photographed or recorded while participating in class projects or presentations. Pictures may be used in presenting work associated with SILS. If you object to having your picture taken, please notify me.

Revisions to the Syllabus

While this syllabus provides a reliable framework for the course, including readings and assignments, it is subject to change pending notice in class and on the course website.

COURSE SCHEDULE

This is a tentative outline of topics, readings, and assignments. On occasion, I may add, delete, or substitute topics or readings. Changes will be announced in class and posted to LMS; no printed updates will be given.

WEEK	DATE	TOPICS, READINGS, AND ASSIGNMENTS
INTRODUCTION		
1	1/18	Course Introduction <ul style="list-style-type: none">Davidson, "Humanities 2.0: Promise, Perils, Predictions"
2	1/25	Defining the Digital Humanities <ul style="list-style-type: none">Dalbello, "A Genealogy of Digital Humanities"Svensson, "The Landscape of Digital Humanities"Lisa Spiro, "This is Why We Fight: Defining the Values of the Digital Humanities" (<i>Debates</i> #3)
3	2/1	Digital Humanities in the Disciplines <i>Student presentations</i>
4	2/8	<i>Student presentations</i>
METHODOLOGIES		
5	2/15	Digital Annotation and Collective Authorship <ul style="list-style-type: none">Boot, <i>Mesotext</i>, selectionsSmith, "Electronic Scholarly Editing" (<i>Companion</i> #22)Fyfe, "Electronic Errata: Digital Publishing, Open Review, and the Futures of Correction" (<i>Debates</i> #15)
6	2/22	Textual Analysis <ul style="list-style-type: none">Moretti, "Graphs" in <i>Graphs, Maps, Trees</i>Terras, "The Potential and Problems in using High Performance Computing in the Arts and Humanities: The Researching e-Science Analysis of Census Holdings (ReACH) Project"John Burrows, "Textual Analysis" (<i>Companion</i> #23)
7	2/29	Mapping and Geohumanities <ul style="list-style-type: none">Moretti, "Maps" in <i>Graphs, Maps, Trees</i>Mitchell, "'The Stratified Record upon which We Set Our Feet': The Spatial Turn and the Multilayering of History, Geography, and Geology"Harris, Bergeron, and Rouse, "Humanities GIS: Place, Spatial Storytelling, and Immersive Visualization in the Humanities"
8	3/7	Network Analysis <ul style="list-style-type: none">Moretti, "Trees" in <i>Graphs, Maps, Trees</i>Marin and Wellman, "Social Network Analysis: An Introduction"Morrow and Sula, "Naturalized Metaphilosophy"
9	3/14	No Class —Spring Break

PROJECT MANAGEMENT AND CULTURAL HERITAGE

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| 10 | 3/21 | Design and Planning <ul style="list-style-type: none">• Pitti, "Designing Sustainable Projects and Publications" (<i>Companion</i> #31)• Price, "Edition, Project, Database, Archive, Thematic Research Collection: What's in a Name?"• Brown, et al., "Published Yet Never Done" |
| 11 | 3/28 | Funding and Evaluation <ul style="list-style-type: none">• Kretzschmar, "Large-Scale Digital Humanities Computing Projects: Snakes Eating Tails, or Is Every End a New Beginning?"• Oxford Internet Institute, "Usage and Impact Study of JISC-Funded Phase 1 Digitisation Projects & the Toolkit for the Impact of Digitised Scholarly Resources (TIDSR)" |
| 12 | 4/4 | Preservation and Infrastructure <ul style="list-style-type: none">• Smith, "Preservation" (<i>Companion</i> #37)• Council on Library and Information Resources, "A Survey of Digital Humanities Centers in the United States"• Friestat, "The Function of Digital Humanities Centers at the Present Time" (<i>Debates</i> #16) |

IMPACT

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| 13 | 4/11 | Teaching and Learning <ul style="list-style-type: none">• Steve Brier, "Where's the Pedagogy? The Role of Teaching and Learning in the Digital Humanities" (<i>Debates</i> #26)• "Design-Based Research: An Emerging Paradigm for Educational Inquiry" |
| 14 | 4/18 | Scholarly Communication, Research, and Higher Education <ul style="list-style-type: none">• Kathleen Fitzpatrick, "Beyond Metrics: Community Authorization and Open Peer Review" (<i>Debates</i>)• Siemmens, et al., "'It May Change My Understanding of the Field:' Understanding Reading Tools for Scholars and Professional Readers"• Waltzer, "Digital Humanities and the 'Ugly-Stepchildren' of American Higher Education" (<i>Debates</i> #19) |
| 15 | 4/25 | Libraries, Museums, and Public Humanities <ul style="list-style-type: none">• Besser, "The Past, Present, and Future of Digital Libraries" (<i>Companion</i> #36)• Leon, "21st Century Public History"• Alan Liu, "Where is Cultural Criticism in the Digital Humanities?" (<i>Debates</i> #29) |
| 16 | 5/2 | Project/Paper Presentations |
| | 5/7 | <i>Revised project/paper due</i> |