E388M Introduction to Digital Humanities
(cross listed as AMS391, HIS381, INF 383H)

Fall 2023
Fac 7
Tuesdays, 2 – 5 pm

Instructor(s):   Tanya E. Clement
                        PAR 218
                        tclement@utexas.edu

Office Hours: Tuesdays, 12:30-1:30pm

I. Course Description

This course is a hands-on introduction to Digital Humanities, which may be defined as "a nexus of fields within which scholars use computing technologies to investigate the kinds of questions that are traditional to the humanities, or. . . [ask] humanities-oriented questions about computing technologies" (Kathleen Fitzpatrick, "Reporting from the Digital Humanities 2010 Conference," ProfHacker). What are these questions? As usual, it depends on the scholar's theoretical orientation, methods, and resources at hand (including not only primary source materials, but time, skill, and support). This course will include learning to evaluate DH questions and DH projects through project-based exercises in creating and interpreting digital humanities resources and tools and a close (and critical) look at the infrastructural, institutional, and political issues involved in interrogating "the digital" in the humanities. As we look at the concepts, methods, theories, and resources of DH through the perspective of practice, we will consider how computational methods are being used to further humanities research and how our understanding of computing technologies is deepened by humanities research.

No prerequisites are required for this course.

II. Land Acknowledgment

I would like to acknowledge that we are meeting on Indigenous land. Moreover, I would like to acknowledge and pay my respects to the Carrizo & Comecrudo, Coahuiltecan, Caddo, Tonkawa, Comanche, Lipan Apache, Alabama-Coushatta, Kickapoo, Tigua Pueblo, and all the American Indian and Indigenous Peoples and communities who have been or have become a part of these lands and territories in Texas, here on Turtle Island.

III. Specific Learning Objectives

By the end of this course, students will:
- Learn an overview of Digital Humanities history and the most common (or most controversial) methods, practices, and technologies
- Be introduced to the theory and practice as well as the public discourse of Digital Humanities through learning to use and think critically about various standards, applications, and tools
- Express ideas in class discussions and projects in ways that can be understood by scholars in the multiple fields involved in Digital Humanities projects
- Learn to teach workshops, new technologies, and thinking through new technologies
- Hone teamwork skills
- Prepare and write grants in Digital Humanities

IV. Format and Procedures

This is a seminar-style course, so attendance and participation in class are critical to individual success in this course and to the success of the course as a whole. Students should come to class prepared to participate in small group and class discussions, completing all required readings prior to class, and submitting discussion questions on time. Students will also work independently and in teams to complete a variety of course projects. These projects will combine individual accountability with collaboration. The success of this course will depend on everyone's

preparation and willingness to share their ideas and opinions, which requires mutual understanding and respect. Students are welcome to express ideas that are different from their peers or the instructor, politely and professionally, and in a constructive manner.

Course Readings
- All course readings are available on the course Canvas site at http://utexas.instructure.com
- All readings should be completed before class.
- Additional reading may be required to prepare for labs and projects.

Use of Canvas in class
Course material distribution, online communication and collaboration, grades, and assignments will occur in Canvas. Canvas support is at the ITS Help Desk at 475-9400, Monday through Friday, 8 a.m. to 6 p.m.

V. Tentative Course Schedule ****This syllabus represents the plans and objectives on the first day of class. It is subject to change. The Course Schedule on Canvas will always be up-to-date.*

Date	Topics and Readings
Week 1 (8/22)	**Introduction: Oh, the (digital) Humanities**
	• Bowles, E. A. "The Role of the Computer in Humanistic Scholarship," AFIPS, pp.269, 1965 Proceedings of the Fall Joint Computer Conference, 1965. • Davidson, Cathy and David Theo Goldberg. "A Manifesto for the Humanities in a Technological Age." *Chronicle of Higher Education*, February 13, 2004. • Selfe, Cynthia. "Computers in English Departments: the Rhetoric of Technopower." *ADE Bulletin*. 90 (1988): 63-67.
Week 2 (8/29)	**Origin Stories**
	• Booth, A., & Posner, M. (2020). Introduction—The Materials at Hand. *PMLA*, 135(1), 9-22. • Risam, Roopika. "Introduction: The Postcolonial Digital Cultural Record." *New Digital Worlds*. • "Introduction." *Global Debates in the Digital Humanities 2022*. Domenico Fiormonte, Sukanta Chaudhuri, and Paola Ricaurte, Editors. Minnesota Press, 2022.
Week 3 (9/5)	**Labor**
	• Cotera, María. "Nuestra Autohistoria: Toward a Chicana Digital Praxis." *American Quarterly*, vol. 70, no. 3, 2018, pp. 483–504. • Hannah, Matthew N. "Toward a Political Economy of Digital Humanities." *Debates in DH*, 2023. • Klein, L. (2020). Dimensions of Scale: Invisible Labor, Editorial Work, and the Future of Quantitative Literary Studies. *PMLA*, 135(1), 23-39. • Martinez, Monica Muñoz. Mapping Segregated Histories of Racial Violence. *American Quarterly*, Volume 70, Number 3, September 2018, pp. 657-663.
Week 4 (9/12)	**Cultural Analysis**
	• Da, Nan Z. "The Digital Humanities Debacle: Computational methods repeatedly come up short." *The Chronicle of Higher Education*. March 27, 2019. • Underwood, Ted. "Dear Humanists: Fear Not the Digital Revolution: Advances in computing will benefit traditional scholarship — not compete with it." *The Chronicle of Higher Education*. March 27, 2019. • So, R., & Roland, E. (2020). "Race and Distant Reading." *PMLA*, 135(1), 59-73. • Underwood, T. (2020). Machine Learning and Human Perspective. *PMLA*, 135(1), 92-109.
Week 5 (9/19)	**Data**
	• 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. • Prescott, Andrew. "Bias in Big Data, Machine Learning and AI: What Lessons for the Digital Humanities?" *DHQ*. Volume 17 Number 2, 2023. • Walsh, M. (2018). "Tweets of a Native Son: The Quotation and Recirculation of James Baldwin from Black Power to #BlackLivesMatter." *American Quarterly* 70(3), 531-559.
Week 6 (9/26)	**Feature Selection**
	• Guiliano, J. and Heitman, C. "Difficult Heritage and the Complexities of Indigenous Data," *Journal of Cultural Analytics.* August 13, 2019.

- Hammond, Adam. "The double bind of validation: distant reading and the digital humanities' 'trough of disillusionment." *Literature Compass* 14, no. 8 (August 1, 2017): no. pg.
- Marino, Mark and Jeremy Douglas. "Introduction: Situating Critical Code Studies in the Digital Humanities." *DHQ*. Volume 17 Number 2, 2023.

Week 7 (10/3)	Visualization

- Hepworth and Church. "Racism in the Machine: Visualization Ethics in Digital Humanities Projects" Digital Humanities Quarterly. Vol. 12, num. 4, 2018.
- Klein, Lauren F. "The Image of Absence: Archival Silence, Data Visualization, and James Hemings." *American Literature* 85.4 (2013): 661–688.
- Knight, Kim Brillante. "'Danger, Jane Roe!': Material Data Visualization as Feminist Praxis." Bodies of Information: Intersectional Feminism and the Digital Humanities, edited by Elizabeth Losh and Jacqueline Wernimont, University of Minnesota Press, 2018, pp. 3–24.

Week 8 (10/10)	Text Analysis

- Jo Guldi. "Addressing an Emergency: The 'Pragmatic Tilt' Required of Scholarship, Data, and Design by the Climate Crisis."
- Adán Israel Lerma Mayer, Ximena Gutierrez-Vasques, Ernesto Priani Saiso, Hannu Salmi. "Underlying Sentiments in 1867: A Study of News Flows on the Execution of Emperor Maximilian I of Mexico in Digitized Newspaper Corpora." *DHQ*. Volume 16 Number 4, 2022.
- Rebora, Simone. "Sentiment Analysis in Literary Studies. A Critical Survey." *DHQ*. 17.2, 2023.

Week 9 (10/17)	Topic Modeling

- Binder, Jeffrey M. "Alien Reading: Text Mining, Language Standardization, and the Humanities." In Debates in the Digital Humanities, edited by Matthew K. Gold and Lauren Klein. Minneapolis: University Of Minnesota Press, 2016.
- Lee, J., & Beckelhimer, J. (2020). Anthropocene and Empire: Discourse Networks of the Human Record. PMLA, 135(1), 110-129.
- Rhody, L. Topic Modelling and Figurative Language. Journal of Digital Humanities. Vol. 2, no. 1, Winter 2012. Web. 30 July 2014.

Week 10 (10/24)	Social Network Analysis

- Arriaga, E., Sancho Caparrini, F., Suárez, J. "Modeling Afro-Latin American Artistic Representations in Topic Maps: Cuba's Prominence in Latin American Discourse" *Digital Humanities Quarterly*, vol. 7, no. 1, 201.
- Canon, Chelsea, et al. "Ethical and Effective Visualization of Knowledge Networks." *Digital Humanities Quarterly*, vol. 016, no. 3.
- Forberg, Peter L. "Critical Design as Theory, Experiment, and Data: A Sociologically-Informed Approach to Visualizing Networks of Loss." *Digital Humanities Quarterly*, vol. 016, no. 3.

Week 11 (10/31)	Spatial Humanities

- Tim Cole and Torsten Hahmann. Geographies of the Holocaust: Experiments in GIS, QSR, and Graph Representations. International Journal of Humanities and Arts Computing. Volume 13, Issue 1-2, October 2019.
- Blanca Gómez, Cifuentes, Carlos Fernández Freire, Isabel del Bosque González, and Idoia Murga Castro. "Researching Spanish Dance in Time and Space: A GIS for La Argentina's Ballets Espagnols." Volume 16 Number 3, 2022.
- McElroy, Erin. "The Digital Humanities, American Studies, and the Anti-Eviction Mapping Project." *American Quarterly*, 2018, Vol.70 (3), p.701-707.

Week 12 (11/7)	Media Analysis

- Altschuler, S., & Weimer, D. (2020). Texturing the Digital Humanities: A Manifesto. *PMLA*, 135(1), 74-91.
- Arnold, Taylor, Tilton, Lauren, and Berke, Annie "Visual Style in Two Network Era Sitcoms," *Journal of Cultural Analytics*. July 19, 2019.
- Ortega, É. (2020). Media and Cultural Hybridity in the Digital Humanities. *PMLA*, 135(1), 159-164.

Week 13 (11/14)	Audio Analysis

- Clement, T. and McLaughlin, S. "Measured Applause: Toward a Cultural Analysis of Audio Collections." Cultural Analytics, vol. 1, no. 1, 2016.
- MacArthur, Marit J., Zellou, Georgia, and Miller, Lee. "Beyond Poet Voice: Sampling the (Non-)Performance Styles of 100 American Poets," *Journal of Cultural Analytics*. April 18, 2018.

• Sterne, J. "The MP3 as Cultural Artifact," *New Media and Society* 8:5 (November 2006): 825-842.	
Week 14 (11/28)	**Final Presentations**

VI. Course Requirements
Class attendance and participation (10%)
1. Class attendance is required except for situations following university policy (illness, religious holy days, participation in University activities at the request of university authorities, and compelling absences beyond the student's control) with proper documentation and timely notification (prior to class for non-emergencies). Excessive tardiness may be considered an unexcused absence.
2. Class participation is not merely attendance, but reflects the student's overall contributions to the collaborative learning environment, based on the quantity and quality of their interactions with fellow classmates, the instructor, and in the online discussions.
3. Religious Holy Days: By UT Austin policy, students must notify the instructor of pending absences at least fourteen days prior to the date of observance of a religious holy day. Students who must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, will be given an opportunity to complete the missed work within a reasonable time after the absence.

Discussion Questions (25%)
Goal: Students will demonstrate a familiarity and/or an understanding of all the readings required for the week by posing questions and/or responses that provoke thoughtful class discussions.

Except when indicated, there will be required readings each week. The required readings will either be available online or posted on Canvas.
1. Discussion leading (5%)
2. Discussion posts (20%)

Workshop (30%)
Goal: Students will design, implement, and review a workshop focused on teaching a digital humanities tool to a class of information professionals using selected data. Ultimately, the students will produce a proposal to run a workshop):
1. Workshop Proposal (10%)
2. Workshop Plan (15%)
3. Workshop (5%)

Final Project (35%)
Goal: In a faux grant proposal, students will combine digital and "traditional" humanities methodologies in order to make an argument for support for a digital humanities research question.

1. Environmental Scan (5%)
2. Project Overview and Intended Intervention (5%)
3. Final presentation (5%)
4. Final paper (20%)

VII. Grading Procedures
Grade calculations

		B+	84-89	C+	69-73
A	95-100	B	79-83	C	60-68
A-	90-94	B-	74-78	F	<60

Late Assignment Policy
All assignments are due according to the due dates and times on Canvas. All assignments must be submitted via Canvas. Late assignments will only be excused in situations following university policy (illness, religious holy days, etc.) with proper documentation and timely notification (prior to the deadline for non-emergencies). In all

other cases, assignments received after the deadline will be penalized 10% per 24-hour period. If an assignment is turned in (without prior authorization or extreme emergency circumstances) even one minute late, an automatic deduction of 10% prior to grading of the assignment will occur; if five days late, even an otherwise perfect assignment will only receive half-credit; and if ten days late, 5h3 assignment will not be graded and will not receive any credit.

VIII. Academic Integrity

University of Texas Honor Code

The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

Each student in this course is expected to abide by the University of Texas Honor Code. [See the UT Honor Code above.] Any work submitted by a student in this course for academic credit will be the student's own work, although collaboration is allowed and required for some assignments.

IX. Other University Notices and Policies

Use of E-mail for Official Correspondence

All students should become familiar with the University's official e-mail student notification policy. It is the student's responsibility to keep the University informed as to changes in his or her e-mail address. Students are expected to check e-mail on a frequent and regular basis in order to stay current with University-related communications, recognizing that certain communications may be time-critical. It is recommended that e-mail be checked daily, but at a minimum, twice per week. The complete text of this policy and instructions for updating your e-mail address are available at **http://www.utexas.edu/its/help/utmail/1564** .

Accessible, Inclusive, and Compliant Statement

The university is committed to creating an accessible and inclusive learning environment consistent with university policy and federal and state law. Please let me know if you experience any barriers to learning so I can work with you to ensure you have equal opportunity to participate fully in this course. If you are a student with a disability, or think you may have a disability, and need accommodations please contact Services for Students with Disabilities (SSD). Please refer to SSD's website for contact and more information: http://diversity.utexas.edu/disability/. If you are already registered with SSD, please deliver your Accommodation Letter to me as early as possible in the semester so we can discuss your approved accommodations and needs in this course.

Behavior Concerns Advice Line (BCAL)

If you are worried about someone who is acting differently, you may use the Behavior Concerns Advice Line to discuss by phone your concerns about another individual's behavior. This service is provided through a partnership among the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit http://www.utexas.edu/safety/bcal.

Emergency Evacuation Policy

Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:

- Familiarize yourself with all exit doors of the classroom and the building. Remember that the nearest exit door may not be the one you used when you entered the building.
- If you require assistance to evacuate, inform me in writing during the first week of class.
- In the event of an evacuation, follow my instructions or those of class instructors.
- Do not re-enter a building unless you're given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

———————————