

DH 101 | Fall 2021

Introduction to Digital Humanities

Tuesday 9:30-10:45 Synchronous Lecture on Zoom

Thursday: Asynchronous assignments

Friday: Synchronous Labs in 2118 Rolfe Hall

Instructor: Dr. Ashley Sanders (Prof. Sanders)

Office Hours: Tuesday 3:00-4:00pm in 323 Royce Hall

Tuesday 4:00-5:00pm via [Zoom](#)

Data Lab w/ Dr. Sanders: Wednesday 10:00-11:15 in [Scholarly Innovation Lab](#), YRL Library

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TA Office Hours

Elizabeth's office hours: [day & time]

[Zoom Link]

Meeting ID: | Passcode:

Anna's office hours: [day & time]

[Zoom Link]

Meeting ID: | Passcode:

Syllabus:

Course Description

This course is an introduction to the Digital Humanities, its methods, theories, and applications in humanistic research. It covers a variety of digital tools and approaches to organize, explore, understand, present and tell stories with data. In this course, you will learn how to reverse engineer DH projects to understand how they were built; identify, use, and discuss the advantages and disadvantages of different tools and methodologies; develop strong humanistic research questions that can be answered through digital research methods; conduct original research; and build a collaborative digital project. You will also learn how to organize and clean data, develop charts, create spatial and network visualizations, work with a content management system, and use basic text analysis tools to explore qualitative data. Often the best digital humanities projects are the result of collaboration, so you will learn how to work effectively and efficiently in teams as you build project management skills. Each unit will guide you through the development, analysis, and application of the skills listed under the course learning goals. In

each unit, you will also critique examples of research projects that employ the methods and/or tools that you are learning.

This class meets twice a week for interactive lectures and once a week in smaller lab sections; additional group work outside of the allocated class time will be necessary. We will discuss ways to organize in-person meetings, as well as ways to stay on track through virtual simultaneous and asynchronous group work. No prior experience is necessary, and there are no prerequisites.

<u>Course Learning Goals</u>	<u>Grading</u>
In this class, you will learn how to: <ul style="list-style-type: none"> ● organize and manipulate structured data; ● create digital maps; ● create data visualizations; ● analyze network graphs; ● use statistics to advance an argument; ● create websites and use content-management systems; ● undertake sophisticated humanities research; ● speak, think, and write critically about data, methods, and tools; ● imagine other possibilities for humanities scholarship. 	50% Individual Learning Activities 30% Team Assignments 20% Final Project

Grading Scale:

Letter Grade	Numeric Grade
A	93 – 100
A-	90 – 92.99
B+	87 – 89.99
B	83 – 86.99
B-	80 – 82.99
C+	77 – 79.99
C	73 – 76.99
C-	70 – 72.99
D	60 – 66.99
F	0 – 59.99

Required Texts

All of the readings listed in the Course Schedule are linked in the **CCLE site** under the week for which they are assigned.

Recommended Texts

Kate L. Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations*, 9th Ed. (University of Chicago Press, 2016).

Assignments:

Please note that no late work will be accepted.

Important Note:

Your wellbeing is of utmost importance. If you are facing any challenges related to your physical or mental health, or obstacles like food or housing insecurity, please do not hesitate to get in touch to discuss ways we can put in you the best possible position to succeed.

Writing Assistance at the UWC

The Undergraduate Writing Center (Humanities A61, Powell Library 228, Rieber Hall 115) offers UCLA undergraduates one-on-one sessions that address individual writing issues. The Center is staffed by peer learning facilitators (PLFs), undergraduates trained to help at any stage in the writing process and with writing assignments from across the curriculum. Students can walk in but appointments are preferred. For more information please call 310-206-1320 or visit www.wp.ucla.edu and click on "Student Writing Center/Make an Appointment." Academic Advancement Program (AAP) students can also use AAP Tutorials (1114 Campbell Hall, 310-206-1581).

Documentation and Plagiarism

Plagiarism is the use of another's ideas or words as if they were your own. Any ideas, information, or language that comes from other people needs to be documented using MLA citation guidelines. We will discuss how to do this in class, but if you ever have a question about when or how to document your sources and you can't determine what's proper on your own, please consult Purdue University's Online Writing Lab (<http://owl.english.purdue.edu/owl/resource/747/01/>) or ask your teaching assistant. The university requires that all instances of plagiarism be reported to the Dean of Students for disciplinary action. Any instance of plagiarism can be cause for failure of the course. In addition, plagiarism can result in academic probation, suspension, or expulsion from UCLA.

Counseling and Psychological Services (CAPS)

We all face times when life is particularly challenging, and we need someone to talk to or additional support to cope with stress, grief, and other issues that crop up. Counseling and Psychological Services

(CAPS) is here to support your mental health needs as you pursue your academic goals. Follow this link to learn more about their services: <https://www.counseling.ucla.edu/about-us/caps>

Center for Accessible Education

Students needing academic accommodations based on a disability should contact the Center for Accessible Education (CAE) at (310) 825-1501 or in person at Murphy Hall A255. When possible, students should contact the CAE within the first two weeks of the term as reasonable notice is needed to coordinate accommodations. For more information visit www.cae.ucla.edu.

Title IX Information

Title IX prohibits gender discrimination, including sexual harassment, domestic and dating violence, sexual assault, and stalking. If you have experienced sexual harassment or sexual violence, you can receive confidential support and advocacy at the CARE Advocacy Office for Sexual and Gender-Based Violence, 1st Floor Wooden Center West, CAREadvocate@caps.ucla.edu, (310) 206-2465. In addition, Counseling and Psychological Services (CAPS) provides confidential counseling to all students and can be reached 24/7 at (310) 825-0768. You can also report sexual violence or sexual harassment directly to the University's Title IX Coordinator, 2241 Murphy Hall, titleix@conet.ucla.edu, (310) 206-3417. Reports to law enforcement can be made to UCPD at (310) 825-1491. Faculty and TAs are required under the [UC Policy on Sexual Violence and Sexual Harassment](#) to inform the Title IX Coordinator should they become aware that you or any other student has experienced sexual violence or sexual harassment.

Course Schedule

Please know that all of my classes are responsive to student needs, which means that some of the readings listed below may change. For the most up-to-date schedule, watch the **Canvas Modules Page**.

Week 0	INTRODUCTION
Course Introduction	<p>Watch:</p> <ul style="list-style-type: none"> • Course Intro Video • Instructor Intros <p>Submit: Getting to Know You - Google Form</p>
Week 0 LAB	LAB: What is a DH project?
	<ul style="list-style-type: none"> • Drone Warfare • Shanghai & New York's Response to Covid-19 • The Social Connectedness Index • Food for Thought: Menus over the Generations • What does Spotify data tell us? • Scottish Witchcraft Trials <p>In Class: Project Analysis</p>
Week 1 - Tuesday	Data, Power & Silence
	<p>Read: Michel-Rolph Trouillot, <i>Silencing the Past: Power and the Production of History</i> (2015), chapter 1.</p> <p>In Class:</p> <ul style="list-style-type: none"> • Lecture: <ul style="list-style-type: none"> ○ Origins of DH ○ Unpacking Trouillot reading <p>Concept Map: What comes to mind as you think about data, power, silence, as well as "narrative," in your own experience and in the context of your reading?</p>
Week 1 - Thursday	Visualizing Time
	<ol style="list-style-type: none"> 1. Examine Images from Cartographies of Time [20-30 min] 2. Determine top 3 data sets of interest in ranked order 3. Complete the working styles self-evaluation quiz 4. Tutorial: TimelineJS Tutorial
Week 1 LAB	LAB: Project Management
	<p>In lab:</p> <ul style="list-style-type: none"> • Reflect on working styles self-evaluation • Discuss: How might these working styles affect team dynamics?

	<p>How could we use our self-knowledge to make our teams more effective?</p> <ul style="list-style-type: none"> • Select teams and data sets
Week 2 - Tuesday	Metadata, Data, and Understanding our Data Sets
	<p>Read: Choose at least one of the following to read:</p> <ul style="list-style-type: none"> • Nsikan Akpan, “The Secret Things you Give Away through your Phone Metadata,” PBS News Hours. Online (2 June 2016). • Nico Sell & Rita Zolotova, “Why Metadata Should Not Live Forever,” Tech Crunch. Online (2016). • Rash Gandhi, Antoine Gourevitch & Nic Gordon, “Metadata Isn’t Just for Techies Anymore,” The Boston Consulting Group (13 March 2018) • Paul Sawers, “Google Images Will Now Display Creator and Copyright Metadata,” Venture Beat (27 September 2018). <p>Discussion Post: Provide a summary of the reading you chose.</p> <p>In Class:</p> <ul style="list-style-type: none"> • Lecture: <ul style="list-style-type: none"> ○ Define metadata, data, variable, field, case ○ Data Cleaning ○ Data Silences ○ Model data critique of Ottoman Algeria data set • Activity: <ul style="list-style-type: none"> ○ Intro to Data Cleaning with Breve ○ Additional Tool: Open Refine <p>Resource: <i>Data + Design</i>, chapters 7-11.</p>
Week 2 - Thursday	Metadata and Its Use
	<p>Read: <i>Data + Design</i>, chapters 1-2</p> <p>View: Videos on two opposing views of metadata and its use.</p> <p>Discussion Post: Response to the videos</p>
Week 2 LAB	LAB: Excel/Google Sheets
	<p>In-Lab:</p> <ul style="list-style-type: none"> • Complete Team Roles & Communication Form in project groups • Excel/Google Sheets Lab
Week 3 - Tuesday	Data & Chart Types & Research Questions
	<p>Read:</p> <ul style="list-style-type: none"> • Klein & D’Ignazio, <i>Data Feminism</i>, Introduction and Chapter 1 <ul style="list-style-type: none"> ○ Reading Guides • Scott Weingart, “Question- and Data-Driven History,” blog, http://scottbot.net (Accessed: 20 August 2018). Scroll down to

	<p>this section and read through: the intro, 1.) “I have data. Now what?” and 2.) “Computationally Tractable Questions.”</p> <p>In Class:</p> <ul style="list-style-type: none"> ● Activities: <ul style="list-style-type: none"> ○ Discuss Klein & D’Ignazio reading based on questions in reading guide ○ Data types ○ Research questions ○ Workshop: Intro to data visualization with Tableau <ul style="list-style-type: none"> ■ Set up your data in Tableau ■ Creating a simple bar chart <p>Assignment Due: Data Critique</p>
Week 3 - Thursday	Components of Data Visualization
	<p>Read:</p> <ul style="list-style-type: none"> ● Nathan Yau, "Foundational Visualization Skills," <i>The Process</i> 151 (5 August 2021) ● Nathan Yau, Data Points, Chapter 3 <p>Resources:</p> <ul style="list-style-type: none"> ● Which Chart or Graph is Right for You? <p>Tutorials:</p> <ul style="list-style-type: none"> ● Getting started with RAW Graphs ● How to find sources ● (Optional) Getting started with Tableau
Week 3 LAB	LAB: Finding Sources
	<p>In Lab Activities:</p> <ul style="list-style-type: none"> ● Library Tutorial <p>Assignment: Team Research Questions</p>
Week 4 - Tuesday	Data & Design
	<p>Read: <i>How Charts Lie</i>, Intro & Chapter 1.</p> <p>Resource: Nathan Yau, Data Points, Chapter 4</p> <p>In Class:</p> <ul style="list-style-type: none"> ● Mini Lecture: <ul style="list-style-type: none"> ○ Discuss <i>How Charts Lie</i> ○ How to know which chart type to choose ● Activity: <ul style="list-style-type: none"> ○ Basic chart types in Tableau ○ Polishing your charts

	<ul style="list-style-type: none"> ○ Analysis
Week 4 - Thursday	Humanistic Mapping
	<p>View: Introduction to Humanistic Mapping</p> <p>Read: Todd Presner and David Shepard, "Mapping the Geospatial Turn"</p> <p>Resource: Turabian, "Engaging Sources," <i>Manual for Writers</i>, Chapter 4.</p> <p>Assignment: Team Research Bibliography</p>
Week 4 LAB	LAB: Mapping with Palladio
	<p>Required Readings: Sources for your annotated bibliography.</p> <p>Tool: Palladio: hdlab.stanford.edu/palladio</p> <ul style="list-style-type: none"> • Team Check-In Survey • Tutorial: miriamposner.com/blog/getting-started-with-palladio/
Week 5 - Tuesday	Intro to Network Analysis
	<p>Read: Scott Weingart, "Demystifying Networks, Parts I & II," <i>Journal of Digital Humanities</i> 1:1 (Winter 2011)</p> <p>In Class:</p> <ul style="list-style-type: none"> • Mini Lecture: <ul style="list-style-type: none"> ○ Introduction to Social Network Analysis ○ Uncovering hidden stories with social network analysis <p>Optional Post-Class Activity:</p> <ul style="list-style-type: none"> • Use Palladio to create a social network visualization and discuss the differences between visual and quantitative analysis
Week 5 - Thursday	Intermediate Data Visualizations & Critical Considerations
	<p>Read: David Turnbull, <i>Maps Are Territories: Science Is an Atlas: A Portfolio of Exhibits</i>. University of Chicago Press ed. Chicago: University of Chicago Press, 1993. Read Exhibits 1-6 and 10. (http://territories.indigenouknowledge.org/)</p> <p>View: Intermediate data visualizations in Tableau</p> <p>Assignment: Annotated Bibliography</p>
Week 5 LAB	LAB: Intro to Web Design
	<p>Data Visualization Assessment Due</p> <p>Optional Reading: Paul Ford, "What is Code?", <i>Bloomberg</i>, June 11, 2015.</p>

	LAB: Working with your CMS
Week 6 - Tuesday	Descriptive Statistics
	<p>Read: Sanders, <i>Visualizing History's Fragments</i>, chapter 5.</p> <p>In Class:</p> <ul style="list-style-type: none"> • Lecture: Review descriptive stats • Workshop: How to calculate descriptive stats in Google Sheets/Excel
Week 6 - Thursday	Applied Statistical Analysis
	<p>Read: One of the following examples of how quantitative data can be used to tell humanistic stories:</p> <ul style="list-style-type: none"> • Hillary Hoffower, "Meet the average American millennial, who has an \$8,000 net worth, is delaying life milestones because of student loan debt, and still relies on their parents for money," <i>Business Insider</i> (2 July 2019). • "The Left-To-Die Boat," <i>Forensic Architecture</i> (11 April 2012). Length: 17:59. **Note: This story is difficult to view, but it is an excellent example of data and visualizations used to tell a very human story. • Tara Siegel Bernard and Karl Russell, "The Middle-Class Crunch: A Look at 4 Family Budgets," <i>New York Times</i> (3 October 2019). [Notice the use of average or "mean" and median in their analysis.] • Ryann Grochowski Jones, et. al., "How We Analyzed Medicare's Drug Data," <i>ProPublica</i> (August 2017). [Notice, in particular, how Grochowski, et. al, used standard deviations in their analysis.] • Peruse one or two of ProPublica's 2018 highlighted stories that use data visualization to communicate meaning and support the arguments made. • And/or check out one or two of the articles at Five Thirty-Eight <p>Discussion Post: Analyze statistical reasoning in one of the model articles</p>
Week 6 LAB	LAB: TBD
	<p>Mapping Assessment Due</p> <p>In Lab: Team Check In</p>
Week 7 - Tuesday	Text Analysis

	<p>Read: Brandon Walsh and Sarah Horowitz, <i>Introduction to Text Analysis: A Coursebook</i>.</p> <ul style="list-style-type: none"> ● Introduction ● Issues in Digital Text Analysis ● Close Reading ● Data Cleaning ● Cyborg Readers <p>In-Class:</p> <ul style="list-style-type: none"> ● Mini Lecture <ul style="list-style-type: none"> ○ Examples of text analysis in action ● Activity: <ul style="list-style-type: none"> ○ Voyant Tools Tutorial ○ Video tutorial for Voyant Tools review
Week 7 - Thursday	Writing an Introduction
	<p>Read: Kane, Maeve. "All One People and Under One King: Social Network Analysis of Ethnic Separation in the Mixed-Race Fort Hunter Congregation, 1734-1746." University of California Irvine, 2018. http://maevekane.net/wmq-uc/.</p> <p>View: Lecture on Narrative Analysis - argument, context, lit review (http://maevekane.net/wmq-uc/)</p>
Week 7 LAB	LAB: Text Analysis with Voyant Tools
	<p>Assignment: 1st 3 Paragraphs Due</p> <p>Team check-in survey Q&A: Text analysis for projects Project team meeting</p>
Week 8 - Tuesday	Close and Distant Reading
	<p>Read: Stéfan Sinclair and Geoffrey Rockwell, "Now Analyze That! Comparing the Discourse on Race," <i>Hermeneutica: Computer-Assisted Interpretation in the Humanities</i> (MIT, 2016), Chapter 6.</p> <p>In Class:</p> <ul style="list-style-type: none"> ● Mini Lecture <ul style="list-style-type: none"> ○ How to analyze text analysis results <ul style="list-style-type: none"> ■ Surprising, most frequent, least frequent, silences, collocates. ● Activity: <ul style="list-style-type: none"> ○ How to embed Voyant Tools into websites. ○ Closing
Week 9 - Tuesday	Accessible Web Design
	Workshop: Accessible Web Design by Guest Presenters from OIT

Week 9 - Thursday	DH & Data Science
	<ul style="list-style-type: none"> Refresh the following website 10 times to read how DH practitioners define the field: https://whatisdigitalhumanities.com Pranavathiyani G, "Data Science for Beginners," Toward Data Science (27 May 2017). [2 minutes] Jared, "A Road Map for Data Science," Toward Data Science (5 May 2019). [5 minutes] <p>Discussion Post: What are DH, Data Science, and the Humanities?</p>
Week 9 LAB	LAB: Polishing & Revision
	<p>Optional Reading: Kate Turabian, chapters 9-11.</p> <p>In Class:</p> <ul style="list-style-type: none"> Workshop: How to publish interactive data visualizations Design Considerations Project Work Time <p>Tutorials:</p> <ul style="list-style-type: none"> Linking Tableau Desktop to Tableau Public Embedding interactive Tableau visualizations Embedding interactive Voyant Tools visualizations with iframes <p>Optional Tool: Vectr (free, easy, browser-based image editor) This is a great tool to use to increase the font size of visualizations built in RAW Graphs. Save your RAW Graph file as an SVG, import it into Vectr and make your desired adjustments.</p>
Week 10 - Tuesday	Final Exam Review
	In Class: Final Exam Review
Week 10 - Thursday	Polish Your Final Projects & Practice Presentations
Week 10 LAB	LAB 10: Project Presentations
	Final Project Due
	Final Exam
	We will come up with an alternative schedule to accommodate students in all time zones.
	Individual Reflective Essay Due

Additional Resources:

- Nathan Yau, [Data Points](#), Chapter 5.
- 4-part blog post on color and hue: blog.datawrapper.de/which-color-scale-to-use-in-data-vis/