

Engl 256B Introduction to Digital Humanities

Syllabus and Course Policies (Fall 2017-2018)

Section 1: M 3:00-5:30 pm Fisk 204A (Lab)

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Course Description:

This course offers undergraduate students a basic introduction to the concepts, tools, and techniques of Digital Humanities (DH), an interdisciplinary field that dates back to the 1940s. Students will engage in a broader critical engagement with the intersections between new emergent technologies and the humanities; they will learn to identify, use, and discuss the advantages and disadvantages of different DH methodologies and tools; they will develop sound research questions that can be answered with DH methodologies and tools; they will create DH projects using the tools taught in the courses; and will work individually and collaboratively to create DH projects that relate to specific interests.

Some of the steering questions in this course are: What are the new paradigms set by Digital Humanities? How is literature and the reading of it being affected by computers? What are the features, including limitations, of close reading vs distant reading? How can quantitative data support, expand, and/or alter our critical engagement with literature?

We will engage in our topics through discussion of articles as well as through our own experimentation with digital tools and interfaces. All hands-on sessions require no previous training on the digital tools introduced in this course.

The course has no exams or final paper. Students will produce reflective blogs almost every three weeks (lengths may vary--starting from 400-500 words--depending on topic) and respond to their colleagues' posts. The course is organized around a collaborative DH project that students will begin in Week 3. DH projects, reflective blogs and presentations will be shared publicly as well as with the class on WordPress.

Course 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, methods, and tools
- build skills in planning, developing, and evaluating digital humanities projects

Course Learning Outcomes:

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

1. Engage thoughtfully in the intersections between quantitative and qualitative analysis in the humanities

2. Express an informed understanding of literary, critical and cultural texts of different schools of thought and historical periods
3. Reflect critically on machine-centered forms of analysis, and on contemporary emphasis on technology
4. Apply critical and theoretical approaches in the interpretation of texts
5. Analyze primary texts of literature and culture using close and distant reading, balancing traditional humanities perspectives with new methodologies
6. Produce critical arguments writing in a digital format
7. Collaborate with their peers through not only the use of new technologies but also an agreed-upon and democratic workflow
8. Apply and adhere to ethical and scholarly practices in the production of knowledge in the field of DH by respecting intellectual property and avoiding plagiarism
9. Speak, think, and write critically about the epistemological biases and affordances of DH methods and tools taught in this course

Each session will be divided into two parts: the first half will be spent on theoretical readings and the second part will be a practicum. Periodically, experts in the field of DH will be visiting our classes and giving talks/workshops. We will have the support of two IT experts: Ms. Rayane Fayed and Ms Rana El Gazzi who will join us during most sessions and who will offer hands-on sessions on the DH technologies. We will also have the support of an embedded librarian, Mr. Albert Haddad.

Students are encouraged to join the DH Café community and attend monthly gatherings and workshops to be announced in the first week of October.

Weekly Schedule:

Week	Topics, Readings, & Assignments	Notes and Due dates
Week 1 M Sep 4	General introduction to the course, syllabus and assignments In-class writing: “My Digital Narrative”	
Week 2 M Sep 11	What is Digital Humanities? What do Digital Humanists do? Where? How?	Blog (1) in-class

Week 3 M Sep 18	Distant VS Close Reading	
Week 4 M Sep 25	“Scholarly blogging, digital identities and online dissemination in Social Sciences and Humanities” Jean-Christophe Peyssard (Institute Francais du Proche-Orient)	
Week 5 M Oct 2	University Libraries Digital Initiatives: Elie Kahale and Albert Haddad	Blog (2)
Week 6 M Oct 9	Digital Timelines (1):	
Week 7 M Oct 16	Digital Timelines (2):	Blog (3) on Digital Timelines
Week 8 M Oct 23	Mapping Literary Spaces (1)	
Week 9 M Oct 30	Mapping Literary Spaces (2)	Blog (4) on Mapping
Week 10 M Nov 6	Character Network Visualizations: Palladio (1) OMEKA Presentation by Albert Haddad	
Week 11 M Nov 13	Character Network Visualizations: Palladio (2)	
Week 12 M Nov 20	Textual Analysis: Voyant Tools (1)	Blog (5) on Palladio
Week 13 M Nov 27	Textual Analysis: Voyant Tools (2) Critiquing DH Projects	

Week 14 M Dec 4	DH Project Presentations	Blog 6 on VT
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Course Website:

All students enrolled in this course, will have access to the course blog on WordPress. Instructions on how to create your own WordPress blog and link it to the course will be given in week 2 (check the above weekly schedule).

Required Texts:

Gold/Klein, *Debates in the Digital Humanities* 2012 edition 2016 edition
 Burdick et al., *Digital Humanities*

In addition to the above open access eBooks, a number of hyperlinked readings can be found in our course folder on Google Drive.

Weight of Grades: Attendance & In-Class Participation: 20%; Blogs: 30%; Assessment of DH project: 10%; Collaborative DH Miniature Project: 40%.

Attendance & In-Class Participation (including presentations) (20%)

Attendance is mandatory for this course. You are allowed 2 sessions (2.5 x 2=5hrs) of absences. Further absence will result in your automatic forfeiture of the course. Lateness disrupts the entire class, especially during presentations and hand-on practicums, so be as very punctual in your attendance.

You are required to prepare all assigned readings and materials for scheduled class discussions and practicums. You are also expected to actively participate in all class discussions, ask intelligent questions, and offer substantive and informed comments on any of your colleagues' in-class presentations. You will be graded on your performance during the hands-on sessions and practicums.

Blogs (30%)

You are expected to write short writing assignments every three weeks (6 total, 5% per post). The format for this will be a blog, a key form of 21st-century public writing. They will be either reflective pieces on a conceptual issue that has arisen in class or a report or review about a project or experiment carried out. You will also be required to comment on your colleagues' blog posts after posting your own. You are mostly encouraged to reply to what one or two of your colleagues commented on your own blog posting. The main issue here is to learn to communicate ideas in an open forum and to develop a voice for researching blogging. Students will maintain their own blog in their web hosting and link them to the course blog.

Assessment of DH Projects (10%)

How did they do it?

Digital Humanities projects come in many forms, rely on a wide array of data types, and involve many manner of technologies. Becoming accustomed to navigating a project site and exploring how each project approached its data, process, and presentation is a crucial skill for this class.

Select a DH project created by one of the groups in class during the semester and explore its goals, what type of data was used, how that data was found and/or transformed, what technologies were used, and why. Include your own analysis of how successful you think the project is in achieving its aims, and why or why not. Write a short report on your findings.

Collaborative DH Miniature Project (40%):

Students will work in groups (size determined by topics and interests) to examine a research question using digital humanities methods. Each group will be tasked with dividing duties according to each group member's strengths, selecting appropriate data and tools to conduct the research, and determining the deliverable type (e.g. multimedia website, map, network, etc).

During the semester, the following assignments will be due before the submission of the project on the final day of class.

- Project Proposal - Single page description of the research question being posed, ideas for where data to analyze will come from, proposed methods for analysis, and proposed final deliverable
- Project Update and Timeframe - 1 to 1 ½ page revised proposal and plan for completion of the project; specify the role of each group member will fulfill
- Project Presentation - presentation of the final project, including methodology, during the final class day

The final project is due on Monday, November 23 at 10:00am.

Academic Integrity and Plagiarism Policy:

Students are expected to abide by AUB's Code of Academic Integrity. In all writing, ideas, words, and visualizations taken from any source should be documented. Failure to credit ideas or material taken from secondary sources constitutes plagiarism, a violation of the University's academic regulations, and is subject to disciplinary action. Therefore, all writing you do for this course must be your own and must be exclusively for this course, unless the instructor stipulates differently.

Please pay special attention to the quotes, paraphrases, and documentation practices you use in your blogs and reflections (note: if you are referring to work previously submitted for this course, then you must cite yourself). If you have any questions about plagiarism, please ask your instructor.

Plagiarism: Students should be aware that engaging in any of the following activities constitutes plagiarism:

- Submitting an assignment written by another student
- Requesting or paying someone to complete an assignment for you

- Deliberately taking material from secondary sources without proper documentation
- Copying, word for word, someone else's writing without putting that passage in quotation marks and identifying the source
- Taking someone else's writing, changing some of the words, and not identifying the source
- Taking someone else's ideas or organization of ideas, putting them into his/her words, and not identifying the source
- Having someone else change your writing – a tutor, friend, or relative, for instance – and creating the impression that this writing is your own work.
- Purchasing or downloading papers or passages from the Web.
- Using facts, data, graphs, charts, visualizations or other information without acknowledging the source with a footnote or reference. Borrowed facts or information obtained in one's research or reading must be acknowledged unless they are "common knowledge." Students should check with their teachers regarding what can be viewed as "common knowledge" within a specific field or assignment, but often the student will have to make the final judgment. When in doubt, footnotes or references should be used.

Disciplinary Action: When confronting plagiarism, all instructors abide by the guidelines stipulated in AUB's Student Code of Conduct, which states:

It is the responsibility of the faculty to uphold university policies. Thus, the immediate responsibility for dealing with instances of cheating, plagiarism, and other academic violations rests with the faculty member. If a faculty member has good reason to believe that a student has violated academic standards, it is his or her responsibility to discipline the student expeditiously. A faculty member who has good reason to believe that a student has violated academic standards must give a grade of zero on the exam or assignment where the violation occurred. When the instructor has taken the initial disciplinary action, he or she should send a letter to the office of the Dean of the Faculty or School, in which the incident occurred, informing him/her of the incident and the initial action he/she has taken. A copy of the letter will be placed in the student's file, and another copy forwarded to the student's advisor for follow-up. (10)

Resources for Students:

Course Technologies:

You will need to have access to certain digital technologies linked to our course docs on Google Drive in order to complete your work. In some instances, these technologies may be new to you. You are responsible for making time to ramp up, troubleshoot, and learn. These activities will require your patience, can-do attitude, and sense of adventure. We will have the support of two IT experts: Ms. Rayane Fayed and Ms. Rana El Gazzi who will join us during most sessions and who will offer hands-on sessions on the DH technologies. Course technologies/interfaces include Twitter, WordPress, TimelineJS, Carto, Palladio, Voyant Tools, and Zotero.

Writing Center: The Writing Center offers free, one-hour consultations for AUB writers at Ada Dodge Hall, 2nd floor balcony; West Hall 336; or Jafet Library, second floor reading room. Check the Writing Center webpage on the AUB website. Make an appointment by walking in or by logging on to <https://aub.mywconline.com/>

Library Information Services: Reference librarians and information specialists in the AUB libraries can support you individually with finding academic sources for your research. Jafet information librarians can be contacted in person in their office in the Jafet Library lobby, by email at libinfo@aub.edu.lb, or by phone, Ext. # 2629.

Designated Librarian:

In addition to the normal support the library offers to all AUB students, there will be a designated librarian, Mr Albert Haddad, specifically for this course. He will be of great support as you work on your final projects. Feel free to ask him questions on the software and the DH library resources in Jafet via email ah75@aub.edu.lb.

Counseling Center, Student Affairs:

The center offers counsel and help to students with a range of academic and non-academic problems. If anything happening in your life is causing you distress and influencing your academic performance, and you feel you could benefit from professional help, contact Dr. Antoine Khabbaz (Ext.# 3178, ak28@aub.edu.lb), Ms. Nay Khatcherian (Ext.# 3152, nk63@aub.edu.lb), Ms Ola Ataya. (Ext.# 3158, oa03@aub.edu.lb) or visit West Hall, room 210.

Recommended Accessibility Statement to Acknowledge the Unique Learning Needs of Students with Disabilities:

AUB strives to make learning experiences as accessible as possible. If you anticipate or experience academic barriers due to a disability (including mental health, chronic or temporary medical conditions), please inform me immediately so that we can privately discuss options. In order to help establish reasonable accommodations and facilitate a smooth accommodations process, you are encouraged to contact the Accessible Education Office: accessibility@aub.edu.lb; +961-1-350000, x3246; West Hall, 314.

Non-Discrimination

AUB is committed to facilitating a campus free of all forms of discrimination including sex/gender-based harassment prohibited by Title IX. The University's non-discrimination policy applies to, and protects, all students, faculty, and staff. If you think you have experienced discrimination or harassment, including sexual misconduct, we encourage you to tell someone promptly. If you speak to a faculty or staff member about an issue such as harassment, sexual violence, or discrimination, the information will be kept as private as possible, however, faculty and designated staff are required to bring it to the attention of the University's Title IX Coordinator. Faculty can refer you to fully confidential resources, and you can find information and contacts at www.aub.edu.lb/titleix <https://www.aub.edu.lb/titleix> . To report an incident, contact the University's Title IX Coordinator Trudi Hodges at 01-350000 ext. 2514, or titleix@aub.edu.lb <<mailto:titleix@aub.edu.lb>> . An anonymous report may be submitted online via EthicsPoint at www.aub.ethicspoint.com <https://www.aub.ethicspoint.com/> .

Withdrawal:

Please observe the 24 November withdrawal deadline set by the Registrar's Office.

Laptops, Mobile Phones, and Technology in the Classroom:

You are strongly advised to bring your own laptop to class, however; make sure that it is not a distraction to yourself or others. Do not take phone calls, update your status, or text during class unless you have made arrangements with me ahead of time (due to some sort of emergency or care issue). Avoid using technology as a barrier to actively engaging during class. Instead, let it either augment our discussions or turn it off.

Acknowledgements and Credit:

This syllabus has been made possible through consultation with colleagues and a number of open access educators' DH course syllabi listed below:

- [AHC-AD 139 Introduction to Digital Humanities](#) (Fall 2016), New York University Abu Dhabi, (David Joseph Wrisley)
- AL285: Introduction to Digital Humanities Fall 2015 | T/TH 10:20-11:40am | Linton 120 Syllabus available on Trello: <https://trello.com/b/juUdkmGK/al285-syllabus> (Kristen Mapes)
- Humanities 150: Tools, Techniques, and Culture of the Digital Humanities, University of Victoria, Winter 2011 (CRN: 12330) (Jentery Sayers).
- LIS-657-01: Digital Humanities, Spring 2014 (Chris Alen Sula).
- LIT 306: Digital Humanities, <http://courses.jessestommel.com/digitalhumanities/schedule.html>, (Jesse Stommel)
- English 90127: Digital Humanities, English 90172: Digital Humanities II, <https://mattwilkens.com/teaching/digital-humanities-graduate-seminar-spring-2014/> (Matthew Wilkens)