IDIS 201 / ILS 295 / HIST 302
Introduction to Digital Humanities
Spring 2024
T/TH 3:00-4:15 BRNG B260

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INTRODUCTION

This course explores how digital technologies are shaping humanities research and publication. While we already do most of our reading and writing on computers, can digital tools be used to conduct different types of humanities research? Are large language models helpful in improving the digitization of historical materials? What can we learn by "reading" thousands of books at once? How can visualizing spatial and social networks shape our understanding of the past and present? And can we utilize digital storytelling platforms to reach different audiences? During class discussions and hands-on workshops, we will explore these and other questions by analyzing Purdue University's vast newspaper collections – including the Purdue Exponent and countercultural papers from the 1960s and 1970s. Students will learn how to conduct their own digital research projects from start to finish. They will also gain insights into the advantages and limitations of digital approaches to humanities research.

COURSE DESCRIPTION

This is an interdisciplinary foundational course that combines theory and practice to teach students about digitally mediated culture. Accordingly, this course fosters a critical understanding of the digital and its implication for the development of a technologically driven society. Students will be introduced to digital inquiry and critical practice and explore the ways that the digital transforms knowledge acquisition and production across the humanities, social sciences and sciences. Students will engage in readings and activities that help them form substantive perspectives on the digital's formulation and practice through digital technologies and tools. Students will also experiment with digital methods and tools by building a digital project. This course places an emphasis on engaged learning through online and in-class discussion, digital activities, and collaborative work.

COURSE LEARNING OBJECTIVES
By the end of this course, students will:
- become familiar with the main concepts and methods in digital humanities
- use a range of methods and tool to conduct digital humanities research
- engage in cultural criticism of the digital as a construct as well as digital tools

- discover the transformative potential of digital methods through research and critical inquiry
- create a process for developing and completing a digital project

COURSE REQUIREMENTS:
READING/COURSE MATERIALS:
*Readings available through Brightspace

GRADES (.5 and above will be rounded to the next whole number, ex. 89.5 – 90% A-)
*Late assignments will drop one letter grade, ex. A- à B+ for each day past due
A+ (97-100)
A (92-96)
A- (90-91)
B+ (88-89)
B (82-87)
B- (80-81)
C+ (78-79)
C (72-77)
C- (70-71)
D+ (68-69)
D (62-67)
D- (60-61)
F (0-59)

PARTICIPATION (10%) Participation in lectures, discussion and in-class activities are critical to your success in this course. Please stay up to date with the readings and other assigned materials. Please try to arrive on time to class out of respect for your peers, instructor and/or guest lecturer. Your overall grade may drop by up to a letter grade (ex. A to A-) if you miss more than two classes (barring major emergencies or absences prearranged with the instructor).

READINGS (15%) Each student will be expected to stay up to date on the readings and post weekly comments/questions before class to facilitate classroom discussion.

WRITING/LAB ASSIGNMENTS (25%) Students will complete several assignments throughout the semester, most of which are connected to the lab sessions.

DIGITAL PROJECT (50%) Each student will develop and present a digital project based on datasets used during the class and utilizing at least one digital tool/method. Final projects will be completed using StoryMaps. Students will have the freedom to choose the type of project but must discuss the project with the instructor in advance.

COURSE SCHEDULE

WK	Topic(s)	Activity/Assignment
1	**Introduction and Defining Digital Humanities**	
1/9	1.1 Syllabus/Introductions -Intro to Hypothesis.io	
1/11	1.2 Defining the Digital Humanities Readings: -"Section III: From the Blogosphere" in *Defining Digital Humanities: A Reader*. Optional Readings: -Kathleen Fitzpatrick, "The Humanities, Done Digitally"	
2	**What are Digital Humanists Doing?**	
1/16	2.1 Digital Humanities Projects -*Reviews in the Digital Humanities*	2.1/2.2 Pick a review from *Reviews in Digital Humanities* and introduce the project and review to the class.
1/18	2.2 Digital Humanities Projects -*Reviews in the Digital Humanities*	
3	**What are Digital Humanists Doing?**	
1/23	3.1 Public Digital Humanities Readings: -Sheila A. Brennan, "Public, First" Debates in DH 2016 -Select a chapter from *Digital Community Engagement: Partnering Communities with the Academy*.	
1/25	3.2 How did they make that? Miriam Posner video	
4	**Counterculture at Purdue**	
1/30	4.1 Special Collections – Introduction to Archives/Special Collections, Online Exhibits, and Physical Newspaper Collections Readings: Explore different online Exhibits, how they are organized, and what stories they tell: https://www.lib.purdue.edu/spcol/exhibits	Assignment: Correct text for one issue of underground newspaper – write one paragraph reflection (Due 5.2)

2/1	4.2 Counterculture at Purdue: Guest Lecture -Readings: online counterculture newspapers	
5	**Digitizing Collections**	
2/6	5.1 Digitizing Archives Readings: Samantha Thompson, "Why Don't Archivists Digitize Everything?" https://peelarchivesblog.com/2017/05/31/why-dont-archivists-digitize-everything/	Assignment: Submit GPT prompt and corrected results. Write one paragraph reflection on how well it worked (due Friday 2/9)
2/8	5.2 OCR Lab – Converting images to txt -TEI -Can we use LLM's to improve OCR output?	
6	**Intro to Coding**	
2/13	6.1 Lab: Hello, World Reading: Broussard, *Artificial Unintelligence* (p. 1-30)	Assignment: Submit Python code from class (Due Friday 2/16)
2/15	6.2 Lab: Python, continued Reading: TBD	
7	**Data Management**	
2/20	7.1 Data Types Reading: TBD	
2/22	7.2 Lab: Creating a Corpus Reading: Lemercier and Zalc, *Quantitative Methods in the Humanities* (p. 51-71)	
8	**Text as Data (1)**	
2/27	8.1 Distant Reading Reading: Ben Blatt, *Nabokov's Favorite Word is Mauve* (p. 1-58)	Assignment (due 2/30): Export one visualization from Voyant Tools and write one paragraph describing the findings.
2/29	8.2 Lab: Voyant Tools	
9	**Text as Data (2)**	
3/5	9.1 Distant Reading Reading: Blatt, *Nabokov's Favorite Word is Mauve* (2 chapters of choice)	
3/7	9.2 Lab: Named Entity Recognition displaCy Named Entity Visualizer · Explosion	

10	**Spring Break**	
11	**Mapping/GIS**	
3/19	11.1 Lab: GIS online Readings: GIS and Literary History	Assignment (due 3/22): Mapping Purdue Exponent
3/21	11.2 Lab: GIS online -Can we map 100+ years of the Purdue Exponent?	
12	**Networks**	
3/26	12.1 Introduction to Networks Readings: The Network Turn (p. 1-24 + one other chapter of choice)	Assignment (due 4/1): Submit group project proposal
3/28	12.2 Lab: Gephi Online	
13	**Digital Storytelling**	
4/2	13.1 Lab: StoryMaps Readings:	
4/4	13.2 Lab: Podcasting (Meet in Knowledge Lab WALC 3007)	
14	**Flexible Week**	
4/9 4/11	Review tools for final project Review tools for final project	
15	**Final Project Work Time**	
4/16 4/18	15.1 Meet in class to work on final projects 15.2 Meet in class to work on final projects	
16	Final Presentations	
4/23 4/25	16.1 Final Presentations 16.2 Final Presentations	
17	**Exam Week**	

ACADEMIC INTEGRITY & PLAGIARISM Purdue Honor Pledge "As a boilermaker pursuing academic excellence, I pledge to be honest and true in all that I do. Accountable together - we are Purdue."

DEFINITION OF ACADEMIC DISHONESTY Purdue prohibits "dishonesty in connection with any University activity. Cheating, plagiarism, or knowingly furnishing false information to the University are examples of dishonesty" (Section B.2.a of the Student Regulations). Furthermore, the University Senate has stipulated that "the commitment of acts of cheating, lying, and deceit in any of their diverse forms (such as the use of ghostwritten papers, the use of substitutes for taking examinations, the use of illegal cribs, plagiarism, and copying during examinations) is dishonest and must not be tolerated. Moreover, knowingly to aid and abet, directly or indirectly, other parties in committing dishonest acts is in itself dishonest" (University Senate Document 72-18, December 15, 1972).

ACADEMIC INTEGRITY Academic integrity is one of the highest values that Purdue University holds. Individuals are encouraged to alert university officials to potential breaches of this value by either emailing or by calling 765-494-8778. While information may be submitted anonymously, the more information that is submitted provides the greatest opportunity for the university to investigate the concern.

PURDUE UNIVERSITY CODE OF HONOR (Student Regulations, 2002-03) "The purpose of the Purdue University academic community is to search for truth and to endeavor to communicate with each other. Self-discipline and a sense of social obligation within each individual are necessary for the fulfillment of these goals. It is the responsibility of all Purdue students to live by this code, not out of fear of the consequences of its violation, but out of personal self-respect. As human beings we are obliged to conduct ourselves with high integrity. As members of the civil community we have to conduct ourselves as responsible citizens in accordance with the rules and regulations governing all residents of the state of Indiana and of the local community. As members of the Purdue University community, we have the responsibility to observe all University regulations. To foster a climate of trust and high standards of academic achievement, Purdue University is committed to cultivating academic integrity and expects students to exhibit the highest standards of honor in their scholastic endeavors. Academic integrity is essential to the success of Purdue University's mission. As members of the academic community, our foremost interest is toward achieving noble educational goals and our foremost responsibility is to ensure that academic honesty prevails."

COURSE POLICY Plagiarism may result in an F for the course at the discretion of the instructor. Do not reproduce or share the work of the instructor (including syllabus) or your fellow students without prior permission from the author/creator. See Purdue's student guide for academic integrity: https://www.purdue.edu/odos/academic-integrity/ and University policy on use of copyrighted material: http://www.purdue.edu/policies/academic-research-affairs/ia3.html

REASONABLE ACADEMIC ACCOMMODATION Purdue University strives to make learning experiences as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, you are welcome to let me know so that we can discuss options. You are also encouraged to contact the Disability Resource Center at: drc@purdue.edu or by phone: 765-494-1247.

MENTAL HEALTH If you find yourself beginning to feel some stress, anxiety and/or feeling slightly overwhelmed, try WellTrack. Sign in and find information and tools at your fingertips, available to you at any time.
If you need support and information about options and resources, please see the Office of the Dean of Students for drop-in hours (M-F, 8 am- 5 pm).
If you're struggling and need mental health services: Purdue University is committed to advancing the mental health and well-being of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of mental health support, services are available. For help, such individuals should contact Counseling and Psychological Services (CAPS) at 765-494-6995 during and after hours, on weekends and holidays, or by going to the CAPS office of the second floor of the Purdue University Student Health Center (PUSH) during business hours. Purdue University is committed to providing a safe and secure campus environment for members of the university community. Purdue strives to create an educational environment for students and a work environment for employees that promote educational and career goals. Violent Behavior impedes such goals. Therefore, Violent Behavior is prohibited in or on any University Facility or while participating in any university activity.