



academia and for social activism. Despite this potential for social transformation, the digital humanities has been criticized for its lack of attention to challenging questions of equity and social justice at the forefront of current socio-cultural debates and academic research.

The questions raised by Alexis Lothian and Amanda Phillips are crucial ones:

“What would digital scholarship and the humanities disciplines be like if they centered around processes and possibilities of social and cultural transformation as well as institutional preservation? If they centered around questions of labor, race, gender, and justice at personal, local, and global scales? If their practitioners considered not only how the academy might reach out to underserved communities, but also how the kinds of knowledge production nurtured elsewhere could transform the academy itself?” (2013).

While this course will also be discussing some of the technical side of digital humanities and students will learn how to use effectively a few digital tools (e.g., blogs, GIS, content management systems, and data visualization software), the focus of the course will be on social-cultural issues. Prior expertise in digital technology is welcomed but not required. Any technical skills needed for projects will be acquired during the course. Final projects will encourage students to bring in knowledge from their own field of studies and will be published online.

## Class preparation & participation

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Class attendance and participation is an essential part of all course activities. Most of the learning in the course is based on discussion and attendance at workshops. Of course, we all participate in different ways so this course offers many avenues of participation, both online and in class and I encourage you to talk to me if you feel you are concerned about participation in class.

In order to participate, however, doing the the assigned readings before each class is crucial.

As a jumping off point for our in-class discussion, everyone is required to post a comment on the readings for each class on the course wiki site.

## Learning objectives

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

- Know what Digital Humanities is and confidently discuss the potential of DH work in relation to equity and social activism
- Plan and evaluate a Digital Humanities project
- Collaborate in the building of a Digital Humanities project

## Required texts

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All required readings are available online. More information about where

to find the readings will be given on the first class.

### Course websites

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We will be using two main websites for this course.

### Portal

Portal is where you will be able to access your grades and feedback for each assignment. It is also where I will post announcements.

### Wiki site

<http://new471h2017.pbworks.com/>

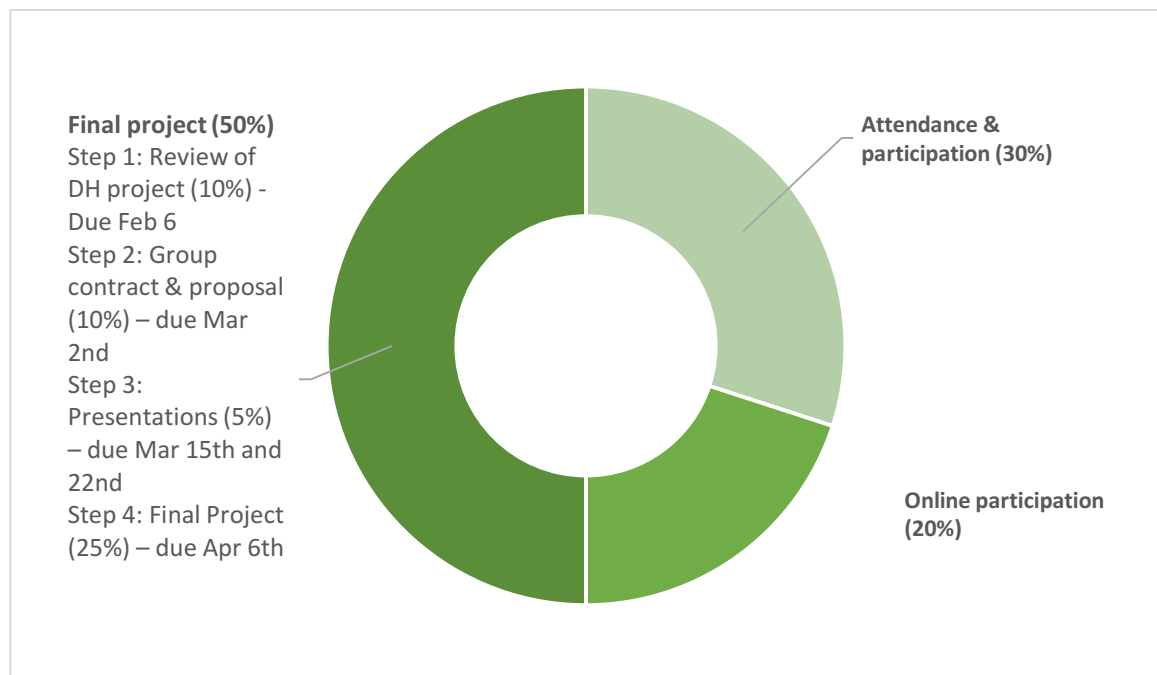
To log in, click on the “Request access” button on the right side of the screen. You will be asked for your email address. Please, use your U of T email address whenever asked for an email.

The wiki will be used for:

- posting all assignment sheets
- discussion on the readings (see below for requirements)
- questions regarding course issues, readings, assignments.

## Evaluation

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### Participation in-class and online

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As you can see from the above, class attendance and participation accounts for

50% of your mark. **You cannot make up this mark at the end of the course.** Your participation grade is divided between:

**a) Online participation. (20%)**

Each week, except for the first and final week and the week of your presentations, you answer a prompt on the wiki site. Some weeks this will mean posting a reaction to the readings and in other weeks it might mean posting a reflection on the workshops attended.

**b) Attendance and participation (30%)**

As participation and attendance is worth 30% of your final grade, participating on a regular basis and attending all classes can make the difference between passing or failing this course. Note that **attendance only, without any informed participation, does not guarantee a passing grade. You cannot make up for missed classes.**

## **Written Assignments (50%)**

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**Final project (50%)**

For the final research project, the class will create an online exhibition of objects found at the Thomas Fisher Rare Books Library.

The project will involve four separate steps:

- Review of an existing DH project (10%) – due Feb 6th
- Group contract & proposal (10%) – due Mar 2nd
- Presentations (5%) – due Mar 15th and 22nd
- Final Project (25%) – due Apr 6th

## **Course policies**

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**LATE PENALTIES:** No assignments will be accepted via e-mail and computer problems are **not** an excuse for late work.

**NO LATE ASSIGNMENT will be accepted,** unless you contact me before the deadline.

Protect yourself by managing your time and backing up your work. **Do not leave your work for the last possible minute.** If you need help managing your technology, please come and see me.

**EXTENSIONS:** Requests for extensions for term work may be granted provided that you request the extension **before** the due date. If you have trouble keeping up with course work, it is your responsibility to seek help.

**ASSIGNMENTS:** All assignments should be submitted through Portal, unless otherwise specified. Detailed instructions on how to upload assignments will be distributed before the first assignment is due.

**OFFICE HOURS & EMAIL ETIQUETTE:**

Students are strongly encouraged to come to office hours to introduce themselves and to discuss any aspect of the course.

If my office hours are not suitable to your schedule, please contact me for an alternative arrangement. E-mail is the best way of contacting the course instructor. I will respond to emails within 24 hours during the week and 48 hours during the weekend; if you get no acknowledgement of your email within that time frame, please do not hesitate to send a second message. Although email is usually reliable, it has happened in the past that students' emails ended up in my spam box. By university rules, you should always use your UTOR email to communicate with your professors.

**ACADEMIC INTEGRITY**

Academic integrity is fundamental to learning and scholarship at the University of Toronto. Participating honestly, respectfully, responsibly, and fairly in this academic community ensures that the U of T degree that you earn will be valued as a true indication of your individual academic

achievement, and will continue to receive the respect and recognition it deserves.

Familiarize yourself with the University of Toronto's *Code of Behaviour on Academic Matters*

(<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>).

It is the rule book for academic behaviour at the U of T, and you are expected to know the rules.

Potential offences include, but are not limited to:

In papers and assignments:

- Using someone else's ideas or words without appropriate acknowledgement.
- Copying material word-for-word from a source (including lecture and study group notes) and not placing the words within quotation marks.
- Submitting your own work in more than one course without the permission of the instructor.
- Making up sources or facts.
- Including references to sources that you did not use.
- Obtaining or providing unauthorized assistance on any assignment including:

- working in groups on assignments that are supposed to be individual work;
- having someone rewrite or add material to your work while "editing".
- Lending your work to a classmate who submits it as his/her own without your permission.

The University of Toronto treats cases of academic misconduct very seriously. All suspected cases of academic dishonesty will be investigated following the procedures outlined in the *Code*. The consequences for academic misconduct can be severe, including a failure in the course and a notation on your transcript. If you have any questions about what is or is not permitted in this course, please do not hesitate to contact me. If you have questions about appropriate research and citation methods, seek out additional information from me, or from other available campus resources like the [U of T Writing Website](#). If you are experiencing personal challenges that are having an impact on your academic work, please speak to me or seek the advice of your college registrar.



**GREEN COURSES**  
2016/2017

# Outline and readings

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## January 11 - Introduction to Digital Humanities

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*What is the humanities? what does it mean? Is digital humanities (DH) a methodology or a field in itself? Why are you interested in the course? After the introduction to the class, we will go through a brief introduction to the course wiki and other elements of the course.*

Jason Heppler's "[What Is Digital Humanities?](http://whatisdigitalhumanities.com/)": <http://whatisdigitalhumanities.com/>

Lauren F. Klein and Matthew K. Gold, "Digital Humanites: The Expanded Field" in *Debates in the Digital Humanities* (Minneapolis: Univ of Minnesota Press, 2016).(hereafter listed as *DDH2* to distinguish from the 2012 edition, which will referred to as *DDH1* , both available as an open-access eBook)

Kathleen Fitzpatrick, "The Humanities, done digitally." [in *DDH1*, 12-15]

## January 18 - The Potential of Digital Humanities Projects for Social Activism

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*Homework: Can you find a recent example of digital technology made a difference in the outcome of a recent event? Post your example on the course wiki.*

Lothian, Alexis, and Amanda Phillips. "Can Digital Humanities Mean Transformative Critique?" *Journal of E-Media Studies* 3, no. 1 (2013). doi:10.1349/PS1.1938-6060.A.425.

McLaren, Jesse. "Revolution 2.0? Social Media and Social Movements." Accessed December 4, 2015.

## January 25 - Introduction to Digital Projects - Creating your own project using Omeka

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*What are the elements of digital scholarship on the web? How do we analyze DH projects? After a brief discussion of criteria for evaluating digital scholarship, we will have a hands-on workshop with Alexandra Bolintineanu on designing using Omeka.*

Cohen, Daniel J. and Roy Rosenzweig. "Designing for the history web." In *Digital History: A guide to gathering, preserving, and presenting the past on the web*. Philadelphia: University of Pennsylvania Press, 2006.

Ramsay, Stephen. "On Building."

### **February 1 - Mapping Social Justice - a GIS workshop**

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*In today's class, we will visit the map library at Robarts for a workshop on using ArcGIS, a tool that will be useful for some of your final projects.*

Reading TBA.

**\*\*\*\* February 6 - Review of a DH project due \*\*\*\***

### **February 8 - Images and Visualization / Working with timelines**

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*Bring to class in your device: a photograph, a map, and a picture of a manuscript page.*

Donath, Judith. "Pamphlets, Paintings, and Programs: faithful reproduction and untidy generativity in the physical and digital domains." In *Switching Codes*, 301-304.

McGrath, Laura B. "Collaboration in the Humanities | *GradHacker @insidehighered*."

### **February 15th - Visit to the Thomas Fisher Rare Books library - primary source workshop by David Fernandez**

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*In this workshop, we will be able to learn about the range of materials available the Thomas Fisher Rare Books Library for our class final project. It is very important not to miss this workshop.*

Smith, Abby, "The Research Library in the 21st Century: Collecting, Preserving, and Making Accessible Resources for Scholarship." In *No Brief Candle: Reconceiving Research Libraries for the 21st Century*. CLIR, 2008.

Agresta, Michael. "What Will Become of the Library?" *Slate*, April 2014.

## *Reading Week*

### **March 1 - Equity in Digital Humanities - How race/class/gender/sexuality/disability informs (or not) DH**

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*At the beginning of the course, we discussed the potential of DH for social activism. But what about equity in the field itself?*

*In what ways does race inform or is informed by DH? What is the potential of DH for racial equality? In what ways is the Digital Humanities gendered?*

Gold, Matthew K. "Whose Revolution? Towards a More Equitable Digital Humanities." *The Lapland Chronicles* (blog). Jan. 10, 2012. Accessed May 9, 2012.

Koh, Adeline, and Roopika Risam. "Open Thread: The Digital Humanities as a Historical 'Refuge' from Race/Class/Gender/Sexuality/Disability?." *Postcolonial Digital Humanities*. Accessed April 28, 2015.

Risam, Roopika. "Beyond the Margins: Intersectionality and the Digital Humanities." *Digital Humanities Quarterly* 9, no. 2 (2015).

See also her article in the recent edition DDH:

Risam, Roopika. "Navigating the Global Digital Humanities: Insights from Black Feminism" in *DDH2* <http://dhdebates.gc.cuny.edu/debates/text/80>

**\*\*\*\* Mar 2nd - Proposal and annotated bibliography due \*\*\*\***

**\*\*\*\* Mar 6th - Proposals returned \*\*\*\***

### **March 8th - Equity in Digital Humanities - Working with Archival data** ***Guest lecture with Adrienne Chambon***

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Readings TBA

### **March 15 - Presentations**

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**March 22 - Presentations**

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**March 29 - What is next for DH?**

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Part IV of *Debates in the Digital Humanities* by Matthew K. Gold (each student will select two of the readings of that part)

Leroi, Armand Marie. "Digitizing the Humanities." *The New York Times*, February 13, 2015.

**April 5 - Final Project Hackathon**

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