

Introduction to Digital History

HIST4302: Fall 2020

Zoom Sessions: Mondays 11:00-12:15 (time subject to change depending on class availability)

THIS CLASS IS FULLY ONLINE AND WILL NOT MEET IN PERSON

Instructor: Dr. Aimee M. Genell

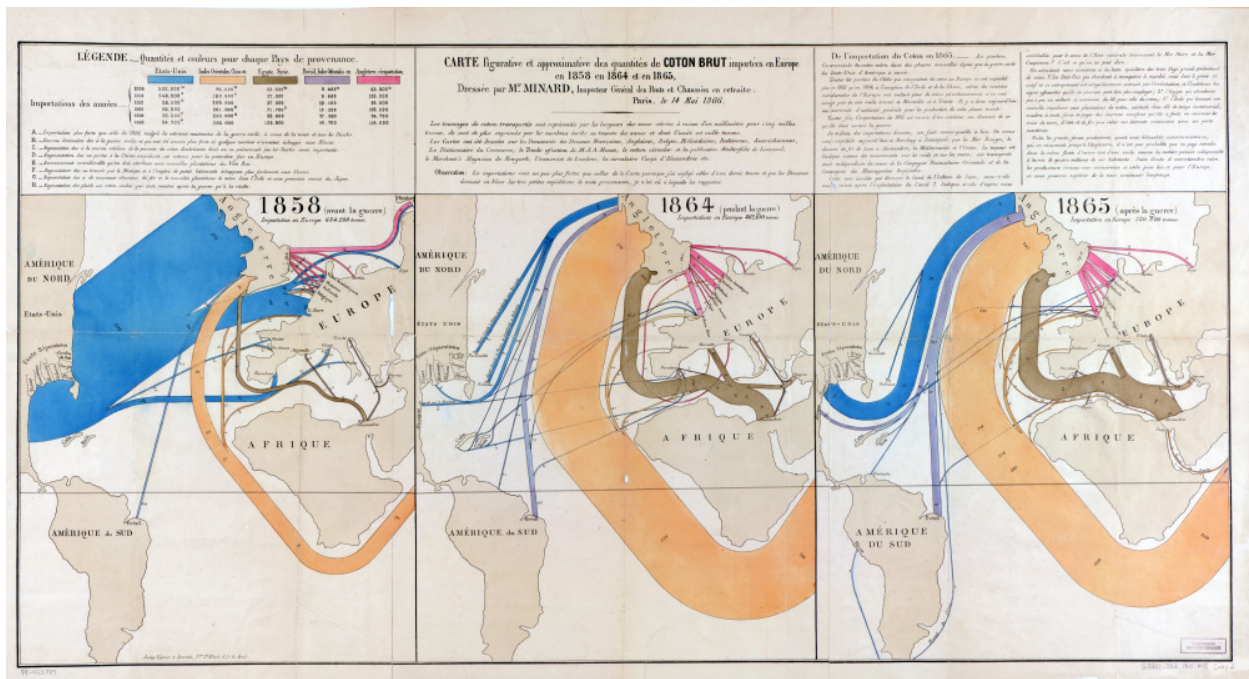
Office: TLC 3209

Tel.: (678) 839-6031

Office Hours: Mondays 3:15-5:15 (via Zoom or Google Meets). Meetings can also be made via appointment. Please schedule all meetings.

E-mail: agenell@westga.edu

PLEASE DO NOT USE COURSE DEN EMAIL



Charles Minard, Maps depicting the origin and amount of cotton imported into Europe in 1858-1865

Course Description

This course is an introduction to the theory and practice of digital history. The digitization of archival records, books, historical newspapers and journals, has enabled historians to ask and answer traditional research questions with recourse to vast amounts of data. At the same time, digital tools offer historians new venues and ways of presenting historical research, but also new methods of interpretation. Through in-class labs, the course will introduce students to a variety of historical databases and research methods, as well as digital platforms to present historical research. Students will explore digital tools and techniques for historical interpretation including data visualization, geographic information systems and network analysis. In addition to learning concrete skills (archival research, podcasting and Story Maps), students will learn to think critically about design, content legibility, data visualization and accessibility.

Learning Outcomes

- Demonstrate an understanding of the history, theory and practice of digital history
- Conduct historical research and further develop research skills, including how to conduct archival research using digital archives and digitized collections of newspapers and government records.
- Create a final project that demonstrates digital history capacities in research, design and usability
- Students will be able to use digital technologies in the study, interpretation, and presentation of the past

Assessment:

Class participation: 20% (includes lab participation, digital tool planning, and responses to questions on CourseDen)

Labs: Each week, we the class has dedicated lab time where we will learn how to use particular applications and digital tools. These are scheduled on Mondays.

Mini-Research Exercises: 40%

Newspapers:	10%
Periodicals and books:	10%
US Government records:	10%
British Records:	10%

Final StoryMap: 20%

Based on your original historical research, you will create an Esri StoryMap that tells that story. You will design and build a digital history project based on original research and using tools learned in the course. You will present the final project to the class at the end of the semester.

Final Reflection Paper: 20% Write a brief analysis of your experience of using digital tools for research and / or for use in historical interpretation. Reflect upon what each tool did for your research. How did your research change when you presented it in different arenas—a podcast, a Story Map, etc. How might digital history tools change how you approach your next research project? Did thinking about scale, data visualization, or narrative change how you might execute future research and writing?

Grade Scale:

A = 90% and above B = 80-89 % C = 70-79% D = 60-69% F = below 60%

This class is 100% online. It is your responsibility to complete the work on time. I strongly suggest you follow the weekly syllabus, rather than work ahead. We will have regular Zoom sessions to discuss the material with digital history labs during those sessions. Finally, there will be reading responses tied to the weeks' content.

Classroom Policies:

Assignments: Students are expected to complete ALL assigned readings before class. Pay

attention to the due date of written assignment and exams. You will receive a worksheet for each writing and digital assignment along with a rubric. Late submissions will lose half a letter grade per day late.

Attendance and Participation: Attendance and participation are essential to perform well in the class. Because this is an online course, this means attending Zoom sessions on Mondays and posting a short response or completing a research exercise each Wednesday by 11:59PM. **If you are unable to class to attend the Zoom session, please send me an email before class. You will NOT be penalized. I ask that you watch the recorded session, which will be posted on CourseDen by Monday evening, and answer a brief set of questions on CourseDen to demonstrate that you understand the material covered.**

Here is the Zoom link and password:

Join Zoom Meeting

<https://us04web.zoom.us/j/75142759251?pwd=MWlrcU1aaFZPNlZhT2JHUmNaT2dTQT09>

Meeting ID: 751 4275 9251

Passcode: 937693

One tap mobile

+13017158592,,75142759251#,,,,,0#,,937693# US (Germantown)

+13126266799,,75142759251#,,,,,0#,,937693# US (Chicago)

Dial by your location

+1 301 715 8592 US (Germantown)

+1 312 626 6799 US (Chicago)

+1 929 205 6099 US (New York)

+1 253 215 8782 US (Tacoma)

+1 346 248 7799 US (Houston)

+1 669 900 6833 US (San Jose)

Meeting ID: 751 4275 9251

Passcode: 937693

Find your local number: <https://us04web.zoom.us/u/fdSBCCgWel>

Academic Honesty: Students are required to abide by the University's Honor Code. **Plagiarism or cheating will result in the automatic failure of the course. The code can be found here:** <https://www.westga.edu/administration/vpsa/assets/docs/2016-2017-code-of-conduct.pdf>

Student Resources: I encourage all students to meet with me at least once during the semester. If you have any questions about the readings, material covered in lectures or the written assignments, please send me an email or visit me in my office.

For assistance with writing, please make use of the University Writing Center (UWC) located in TLC 1201: <https://www.westga.edu/academics/coah/writing/>.

For assistance with developing study skills and time management please visit the Center for

Academic Success (CAS) located in UCC 200: <https://www.westga.edu/student-services/cas/index.php>.

Disability Services and ADA (Americans with Disabilities Act): The Office of Disability Services will help you understand your rights and responsibilities under the Americans with Disabilities Act and provide you further assistance with requesting and arranging accommodations. If you need course adaptations or accommodations because of a disability or chronic illness, or if you need to make special arrangements in case the building must be evacuated, please notify me using the course email system by the end of the second full week of class and attach a PDF copy of your SAR (Available from the Office of Disability Services).

For important policy information, i.e., the UWG Honor Code, Email, and Credit Hour policies, as well as information on Academic Support and Online Courses, please review the information found in the Common Language for Course Syllabi documentation at: http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf

Weekly Zoom Sessions

Because this class introduces students to a variety of digitized archives and digital interpretive tools, we will meet about frequently for in class demonstrations. These will be recorded and posted on CourseDen for students who are unable to attend. If you cannot attend, you must watch the posted class session by Tuesday and post a response to the content on Coursden (no later than 11:59 PM).

CourseDen and Required Reading:

All readings are available on CourseDen.

Please check CourseDen “Content” before class for any syllabus adjustments!!!

In addition to readings for each class, you will find supplemental materials (including podcasts and films) as well other course content. Please be sure to read everything before class.

Weekly Syllabus

August 13 – Introduction

Google Meets 11:00-12:15

Week 2

August 17 - What is Digital History? Research Methods

Read: Jo Guildi and David Armitage, *The History Manifesto*, introduction, chapter 4

Zoom Meeting 11:00-12:15

Look at the Esri StoryMaps, online exhibitions and other examples of digital humanities work (on CourseDen)

August 19 – What is Digital Humanities? Interpretive Frameworks

Read: Lara Putnam, "The Transnational and the Text-Searchable: Digitized Sources and the Shadows They Cast," *The American Historical Review*, Volume 121, Issue 2, April 2016, Pages 377–40

Written Homework: Research Brainstorm. Think about research topics, come to class prepared to talk about 3-5 historical events, particular people or stories that you want to learn more about. There are no geographical limitations, but it will be helpful to stick to the modern and early modern periods. You will focus on one or two of these topics throughout the semester! (Upload to CourseDen by 11:59 PM)

Week 3

August 24 - Digital Archives: Newspapers

Zoom Meeting 11:00-12:15

IN CLASS LAB: Digitized Newspapers

<https://libguides.westga.edu/c.php?g=772498&p=5541792>

August 26 – Using Digitized Newspapers

Introduction to mini-research exercise 1:

Using digitized newspapers and court records as historical sources (see worksheet on CourseDen, upload your short response by 11:59 PM)

Week 4

August 31 – Digitized Books, Periodicals and Court Records

Jason M. Kelly, "Reading the Grand Tour at a Distance: Archives and Datasets in Digital History," *The American Historical Review*, Volume 122, Issue 2, April 2017, Pages 451–463

Before class, create a University of Michigan Friend Account:

<https://friend.weblogin.umich.edu/friend/>

Zoom Meeting 11:00-12:15

IN CLASS LAB: Digitized Books and Periodicals

<https://www.hathitrust.org/>

<https://www.oldbaileyonline.org/>

<https://www.digitalpanopticon.org/>

September 2 – Using Digitized Books and Periodicals in Historical Research

Read: Erez Lieberman Aiden, et al., "[Quantitative Analysis of Culture Using Millions of Digitized Books](#)"

Introduction to mini-research exercise 2:

Using digitized books, periodicals and court records as historical sources (see worksheet on CourseDen, upload your short response by Sept. 7 at 11:59 PM)

Week 5

September 7 – NO CLASS – HOLIDAY

September 9 – Using Computational Methods for History

David Allen and Matthew Connelly, “Diplomatic History After the Big Bang Using Computational Methods to Explore the Infinite Archive” in *Explaining the History of American Foreign Relations* (March 2016)

Post a brief response to the questions about the reading on CourseDen

Week 6

September 14 - Digital Archives: Government Records (US)

Read: Eileen Scully, “Thematic Digital History Archives and Their Wicked Problems: China, America and the Pacific,” *The American Historical Review*, Volume 122, Issue 1, 1 February 2017, Pages 115–122

Zoom Meeting 11:00-12:15

IN CLASS LAB: Digitized Government Records (Foreign Relations of the United States)

Using American and British government records—Foreign Relations of the United States, the Congressional Record, and the Central Foreign Policy files

<https://history.state.gov/historicaldocuments/ebooks>

<https://uwdc.library.wisc.edu/collections/frus/>

<https://aad.archives.gov/aad/series-description.jsp?s=4073&cat=WR43&bc=,sl,sd>

For a history of the publication of US congressional debates see:

<https://aad.archives.gov/aad/series-description.jsp?s=4073&cat=WR43&bc=,sl,sd>

September 16 - Using Digitized US Government Records

Introduction to mini-research exercise 3:

Using digitized court records as an historical source (see worksheet on CourseDen, upload your short response by at 11:59 PM)

Week 7

September 21 – History in the Age of Computation and Big Data

Read: Joseph Bernstein, “Can an Algorithm do the Job of a Historian?”

<https://www.buzzfeednews.com/article/josephbernstein/can-a-computer-algorithm-do-the-job-of-a-historian#.qd93o5lByk>

Zoom Meeting 11:00-12:15

IN CLASS LAB: The Declassification Engine and History-Lab (Columbia and Brown)

<http://www.history-lab.org/>

<http://www.sscnet.ucla.edu/polisci/faculty/trachtenberg/documents/doclist.html>

September 23 – The Declassification Engine

Listen: Podcast: “The Declassification Engine,” *On the Media* (October 11, 2013)

<https://www.wnyc.org/story/declassification-engine/>

Post a brief response to the questions about the podcast on CourseDen

Week 8

September 28 - September 16 - Digitized Government Records (British)

Before class set up a free trial account on Adam Matthew. These accounts last for one week, please set them up the day before our class session:

<https://www.amdigital.co.uk/login>

Zoom Meeting 11:00-12:15

IN CLASS LAB: Digitized Government Records (The Confidential Print of the British Foreign Office and Parliamentary Debates)

<https://www.amdigital.co.uk/primary-sources/confidential-print-middle-east-1839-1969>

<https://www.parliament.uk/business/publications/hansard/commons/>

September 30 – Using British Digital Archives

Introduction to mini-research exercise 4:

Using digitized court records as an historical source (see worksheet on CourseDen, upload your short response by at 11:59 PM)

Week 9

October 5 - A Brief History of Data Visualization

Read: Steven Johnson, “Building the Case” in *The Ghost Map: The Story of London’s Most Terrifying Epidemic*

Please read additional content posted on CourseDen

Zoom Meeting 11:00-12:00

October 7 – Problems with Data Visualization

Read: Edward R. Tufte, *Visual Explanations: Images and Quantities, Evidence and Narrative*, selection

Post your brief response to the questions about the reading on CourseDen

Week 10

October 12 - Spatial Analysis

Edward Ayers and Scott Nesbit, “Seeing Emancipation: Scale and Freedom in the American South,” *The Journal of the Civil War Era* vol. 1, no. 1 (March 2011), 3-24

Before class: Set up ArcGIG Public Account:

https://www.arcgis.com/sharing/oauth2/signup?oauth_state=-JFmaTdDDhJrswNpyMs3wG3un2a9U9DV0IapI4c1L9RLvohjm3nv0tatM_d77EIxAFsYLdHJH4kiV4iXGbdFE98x2ud8guOshgAevD61sjjs1b48Bb15-GZ9s1OAWIjQql3Y6brzjOkco1Sc--sbgjdR5ZNIJQTSx8t1dk66g4N3cIds7XIzTxCpZdqHb-QXK2qo5SjDtc63c_rX7DxOqZWeB7FqUoCKEs2M-dbqxiX-WGHuFL6j4HglbQXGtfm0fRTfLCMx9G42Ypa4Zpe6Afs_DiLYILB31iSAGLhV3lv96vqNV8dAb4FTkkwFJfNfHpNs6ZZdWTsT6_bjivhdgA..

Before Class: Search the Story Maps gallery. Bring examples of at least two StoryMaps to class and be prepared to discuss why you thought they were particularly successful:

<https://storymaps-classic.arcgis.com/en/gallery/#s=0>

Zoom Meeting 11:00-12:15

Lab: Esri Story Maps

<http://mappingoccupation.org/>

October 14 – StoryMaps Research Exercise

Following the instructions posted on CourseDen, create a basic story map. Send me the link to your StoryMap by 11:59 PM

Week 11

October 19 – Mapping and History

Cameron Blevins, “Space, Nation, and the Triumph of Region: A View of the World from Houston,” *Journal of American History*, June 2014,

<http://web.stanford.edu/group/spatialhistory/cgi-bin/site/pub.php?id=93> (reproduced here on the Stanford Spatial History site)

TBD: Class visit and presentation on Arc-GIS by Dr. Andy Walter

Zoom Meeting 11:00-12:15

October 21 – Mapping and History II

Read: Tyler Anbinder, Cormac Ó Gráda, Simone A. Wegge, “Networks and Opportunities: A Digital History of Ireland’s Great Famine Refugees in New York,” *The American Historical Review*, Volume 124, Issue 5, December 2019, Pages 1591–1629 (Look at the accompanying database and maps)

How might you use Arc-GIS in to conduct research vs. as an interruptive tool? Post your brief response to the questions about the reading on CourseDen

Week 12

October 26 – Research Databases and Bibliographic Software

Read: Ansley T. Erikson, “Historical Research and the Problem of Categories: Reflections on 10,000 Digital Notecards,” in *Writing History in the Digital Age*,

<http://quod.lib.umich.edu/d/dh/12230987.0001.001/1:7/--writing-history-in-the-digital-age?g=dculture;rgn=div1;view=fulltext;xc=1#7>.

Zoom Meeting 11:00-12:15

Lab: Create a research database and bibliographic.
Overview of FileMaker, Zotero and Scrivener

October 28 – Digital Archives and Preservation

Roy Rosenzweig, “Scarcity or Abundance? Preserving the Past in a Digital Era,” *American Historical Review* 108 (2003): 735-762

William McAllister, “The Documentary Big Bang, the Digital Records Revolution, and the Future of the Historical Profession,” *Passport* 41:2 (September 2010): 12-17

<http://digitalpreservation.gov/>
<http://digitalpreservation.gov/personalarchiving/>

Post a brief response to the questions about the reading on CourseDen

Week 13

November 2 – Digital Interpretation: Using Website to Tell Stories

“Picking a Platform”

<http://history2016.doingdh.org/week-1-wednesday/picking-a-platform/>

Zoom Meeting 11:00-12:15

IN CLASS LAB: WordPress
<https://www.slavevoyages.org/>

November 4 - Digital Story Telling

Edward Tufte, “The Cognitive Style of PowerPoint: Pitching out Corrupts Within”

Examine and analyze the digital story stories below:

<https://www.nytimes.com/interactive/2019/12/30/us/2019-year-in-graphics.html>

Post your brief response to the questions about the reading on CourseDen (See “Planning a Website” worksheet)

Week 14

November 9 – Podcasting and Narrative

Read: Hannah Hathmon, “Storytelling for Podcasters” in *Your Museum Needs a Podcast: A Step-By-Step Guide to Podcasting on a Budget for Museums, History Organizations, and Cultural Nonprofits*

Listen to the following podcast:

1619 (select one from the list)

<https://www.nytimes.com/2020/01/23/podcasts/1619-podcast.html>

Zoom Meeting 11:00-12:15

IN CLASS LAB: Audacity & Garage Band

November 11 – Podcasting and Narrative

Ottoman history podcast

<https://www.ottomanhistorypodcast.com/2020/03/plague-ottoman-empire.html>

Recommended (but not required):

Serial episode 1-2

<https://serialpodcast.org/season-one>

Post your brief response to the questions about the reading on CourseDen (See “Planning a Podcast” worksheet)

Week 15

November 16 – Planning a Podcast

Stephen J. Pyne, *Voice and Vision: A Guide to Writing History and Other Serious Nonfiction*, "Plotting," "Transitioning" and "Dramatizing"

Zoom Meeting 11:00-12:15

November 18 – Accessibility, Usability and Intellectual Property

“Accessibility and the Digital Humanities,” *Chronicle of Higher Education*,

<http://chronicle.com/blogs/profhacker/accessibility-and-the-digital-humanities/42782>

How People with Disabilities Use the Web: Overview,” Web Accessibility Initiative,

<https://www.w3.org/WAI/intro/people-use-web/>

“Considering the User Perspective: A Summary of Design Issues,” WebAIM,

<http://webaim.org/articles/userperspective/>

Write a short response to the questions posted on CourseDen

Week 16

November 23 – Final Presentation of StoryMaps

Zoom Meeting 11:00-12:15

StoryMap due in class!!!

November 25 – Conclusions

Final online discussion, please post a response by 11:59 PM

Final reflection essay due November 30 at 11:59 PM. You may continue to work on StoryMap until November 30 at 11:59 as well. Be sure to send me the link along with your reflection essay!!!