
ENGLISH 660 (CRN 12157)
INTRO TO DIGITAL HUMANITIES (DH)

Fall 2019 | Wed 9:00 am - 11:50 am | PLC 448

This course introduces students to the Digital Humanities (DH) — broadly defined as the use of digital tools, platforms, and critical perspectives to address humanistic topics. Traditionally, scholars and teachers have approached literary texts through “close reading” methods that analyze fiction as well as non-fiction at the level of the word, sentence, or paragraph. Software and computational methods, in contrast, give us the opportunity to “distant read” and “machine read”: to process an entire book, or even a whole “corpus” or group of texts, at once to allow users to perceive patterns and trends that open into entirely different ways of reading. This course will train students in a number of those tools, while also giving them the grounding in critical theory and vocabulary to adequately discuss and comprehend the possibilities behind these tools as a mode of literary and cultural analysis. Students will have the opportunity to gain hands-on experience working with an Ethnic American literary archive and exploring the possibilities for digital analysis and adaptation of archival material.

The goal for this course is to produce a collaborative digital project about *Aiiieeee!* — a seminal Asian American literary anthology, the archive of which has recently arrived at UO — to which each of you will contribute and be credited for, and which will be a useful source of professional experience and something to include in your research portfolio.

Required Materials

- *Aiiieeee! Third Edition*. ISBN 978-0295746487. **Do not pre-order, or order any other edition than this one, on Amazon or elsewhere; it will be available at The Duck Store as soon as it is printed (last week of October).**
- All other course materials are available through Canvas or our [shared Google Doc](#) (link on Canvas > Modules > Reference.)
- You are required to bring a laptop to this class. Nearly all of the work for the course will be done online, using either Chrome or Firefox. Laptops are available for short-term rental through [Price Library](#). If you anticipate having difficulty with this requirement, please contact me to discuss alternatives.

Learning Objectives

By the end of this course, you will have gained experience and proficiency in the following activities:

- familiarity with basic foundational concepts in the field of digital humanities
- understand, analyze, and use data and digital tools

Professor Tara Fickle

Office

372 PLC (3rd floor)

Office Hours

T & Th 1:30 pm - 3:00 pm

Sign up for office hours using link on Canvas > Modules > Reference.

Drop-ins for quick questions between 1:30-1:40p.

Contact

To ensure receipt and a quicker response, please contact me through Canvas message (“Inbox”), rather than through e-mail.

- the development of critical savvy for assessing sources and data¹
- integrate digitally driven research goals, methods, and media with discipline- specific inquiry
- thoughtfully and ethically find, sort, analyze, discuss, critique, and create information
- use design critically
- work collaboratively and add your voice to disciplinary conversations using different media

Method of Assessment

Your grade for this course will be determined by how fully and effectively you meet the following requirements:

1. Participation & Engagement (10%): presence, energy, effort, contributions to discussion, and in-class activities. Missing class more than once in the term will result in the reduction of your final grade by 1/3 of a letter grade for each absence beyond the one permitted. Consistent tardiness or disengagement (including consistently distracted technology use) may also result in a lowered grade.

2. Annotations (30%): Most weeks, students will be asked to annotate weekly readings using the online collaborative annotation software **hypothes.is**. (Instructions will be provided Week 1 on the class Google Doc). Annotations are an opportunity to engage closely and collaboratively with the material by identifying important points or interventions, raising points of clarification and critique, connecting course content to relevant external materials, and responding to and building on one another's annotations.

Annotations should be concise, usually no more than a few sentences; multimedia or links to relevant external resources are also welcomed. No specific number of annotations is required (although broad percentiles will be taken into consideration); students will be evaluated in terms of the depth, breadth, and consistency of engagement with the weekly readings. You are strongly encouraged to visit the document more than once and respond to other students' annotations. These collectively annotated documents will form the basis for facilitation of in-class discussion (see below). **All annotations must be completed by 5:00pm the night before class, in order to give time for facilitators to review them.** No late annotations will be accepted.

3. Facilitation of Secondary Materials (20%): Most weeks, each student will informally facilitate discussion of one of the secondary readings for a given week by providing a synthetic "road map" through the collaboratively produced annotations the class has created (see above). Students will sign up on our course Google Doc each week in advance of the next class. There are no make-up facilitations.

The purpose of this task is to cultivate the facility to critically engage and evaluate scholarly writing, to explain/map that scholarship for an audience of your peers, to interrogate/critique arguments for blind spots or opportunities for further study, and to lead discussion of critical material in a classroom environment. Think of this as both an intellectual exercise and a pedagogical practice.

¹ This language adapted, with thanks, from Battershill, Claire, and Shawna Ross. *Using digital humanities in the classroom: A practical introduction for teachers, lecturers, and students*. Bloomsbury Publishing, 2017.

Format. The annotated secondary material will be projected, and the facilitator will verbally walk the class through the annotations, stimulating discussion by noting major trends, points of confusion and significant debate, and raising relevant questions posed by classmates or themselves (not every single annotation need be mentioned). No written material or presentation needs to be prepared; length of facilitation will vary based on length and difficulty of secondary material presented on. Further instructions will be given in Week 1, and expectations finalized after the first round of facilitations in Week 2.

4. **Final Project (40%).** The specific nature of the collaborative digital project on *Aiiiiieee!* -- will it be an archive? A digital edition? A teaching-focused website? A software tool? A series of digital exhibits? A multimodal curation? A map? etc. -- will also be determined collaboratively in class discussions beginning Week 7. Accordingly, the assigned readings, topics, and in-class agendas for Weeks 8-10 will be shaped by the particular genre of project that we collectively decide upon.

In addition to contributing to the digital project, you will also submit a 3-5 page reflective essay summarizing your contribution, process, and reflecting on what new skills and information you have gleaned.

If you prefer not to contribute to the project, you may also write a traditional conference-length seminar paper on some topic in the course. This option requires paper proposal/abstract to be submitted to Canvas, and office hour meeting scheduled with Professor Fickle, **by Week 8.**

Course Policies

Late Policy

Late projects and other written assignments (such as discussion board posts) lose 1/3 of a letter grade for each day they are late (i.e. B becomes B-). There are no make-up facilitations. No final projects will be accepted after 12/16, 11:59p.

Academic Integrity

All work must adhere to standards of academic honesty outlined in the Student Conduct Code. Plagiarism will result in failure of the course and additional sanctions as determined by the Office of Student Conduct and Community Standards.

Accessible Education

In compliance with UO policy and equal access laws, I am available to discuss appropriate academic accommodations that may be required for student with disabilities. Requests for academic accommodations are to be made during the first two weeks of the quarter. Students are encouraged to register with the Accessible Education Center to verify their eligibility.

Inclement Weather or Class Cancellations

I will e-mail you (via Canvas message) if class is cancelled for any reason.

Laptop Policy

Much in-class work will be performed on laptops. Please make sure to bring your laptop each day to class; however, be careful to avoid distraction or disengagement.

Additional Course Information

UO is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic and dating violence, and gender-based stalking. If you have experienced or experienced gender-based violence (intimate partner violence, attempted or completed sexual assault, harassment, coercion, stalking, etc.), know that you are not alone. UO has staff trained to support survivors in navigating campus life, accessing health and counseling services, getting academic and housing accommodations, getting legal protective orders, and accessing other help. If you tell me about harassment or assault, I am not required to report this information to anyone unless you request that I do so. I am required to consult with a confidential UO employee (someone with legal confidentiality, such as a counseling professional or a crisis center advocate) to ensure that you are supported. If you decide to make a report, I and other UO employees will help you to do so. My goal is to make sure you are aware of the range of options available and that you have access to the resources you need. If you wish to speak to someone confidentially, you can call 541-346-SAFE, UO's 24-hour hotline, to be connected to a confidential counselor to discuss your options or visit the SAFE website at safe.uoregon.edu.

Reading Schedule

Detailed reading schedule is available through the Class Shared Google Doc (Canvas > Modules > Reference). General topics below.

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| Week 1 (10/2) | Introductions |
| Week 2 (10/9) | Intro to DH Concepts |
| Week 3 (10/16) | DH Principles & Applications |
| Week 4 (10/23) | Digital Literacy Studies |
| Week 5 (10/3) | Debates & Transformations in DH |
| Week 6 (11/6) | Intro to <i>Aiiiiiiii!</i> (No class: submit to Discussion Board) |
| Week 7 (11/3) | Debates around <i>Aiiiiiiii!</i> , Intro to <i>Aiiiiiiii!</i> Archive, and selection of Project Type |
| Week 8 (11/20) | Intro to Selected Project Type. Paper proposals due & OH meetings scheduled if not participating in collaborative project |
| Week 9 (11/27) | Project Development |
| Week 10 (12/4) | Project Development |

Final Project and reflective essay (3-5 pp) due by Thurs 12/12, 11:59p. Leave plenty of time for technical issues!