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## Course Description

Digital technologies make it possible to study and communicate about literature and culture in new ways. Today, we can create interactive maps of ancient cities with geolocation data, use machine learning algorithms to discover patterns of characterization across thousands of novels, and apply methods from network science to visualize the correspondence of spies in Renaissance Europe. We can also draw on insights from history, philosophy,
religion, linguistics, literary studies, and other humanities disciplines to study digital culture itself—for example, to understand how race and gender are represented on social media, or to analyze the artistry and themes of a video game. This class lays the foundation for the Digital Humanities minor by giving you the opportunity to experiment with a variety of tools and approaches; to develop (or deepen) a critical orientation toward digital culture; and to identify your values and your goals as a consumer and maker of electronic media. You do not need to identify as a tech whiz to succeed this class, but you must have an open mind about exploring these subjects.

**LEARNING OUTCOMES**

In this class, you will...

− use digital technologies to access, explore, and analyze cultural texts;
− communicate ideas and arguments verbally, visually, in writing, and multimodally;
− recognize the features, possibilities, limitations, and hazards of digital tools and new media formats;
− articulate your values and commitments with respect to issues of data justice;
− gain exposure to and experience with WordPress, Voyant, Hypothes.is, ESRI StoryMaps, Palladio, and primary source databases available through UO Libraries;
− apply accessibility and data management best practices to digital content you create;
− work effectively in teams and in collaboration with community partners.

**REQUIRED MATERIALS**

You will need day-to-day access to a laptop or desktop computer, Internet with web browser, Canvas, Zoom, and your UO email account. If possible, please bring a computer to each class meeting.

In addition, you will need to access the following items (all but the first are free to you):

− Bo Burnham, *Inside* (streaming on Netflix)
− Serial Productions, *Nice White Parents*: via the *New York Times*
− Excerpt from Ana Castillo, *So Far From God* (PDF)
− Toni Morrison, “Récitatif” (PDF)
− Ta-Nehisi Coates, “The Case for Reparations”: via the *Atlantic* | library databases
− Catherine D’Ignazio and Lauren Klein, *Data Feminism*, ch. 2 and ch. 3: library ebook
− Excerpts from Claus Wilke, *Fundamentals of Data Visualization*
− Additional links and PDF files as indicated on weekly schedule below

**WORK EXPECTATIONS**

*Assignments*

Weights listed for specific assignments are approximate; your grade for the course will be a
holistic assessment of a portfolio you will submit in week 11 representing your work in each of the following areas:

- 10% regular attendance and active participation in class meetings
- 10% contributions to group note-taking and other small group activities
- 10% social annotations on course readings
- 20% your lab notebook
- 20% contributions to our class collaboration with local nonprofit Beyond Toxics
- 20% a paper prototype of a potential use for the data and metadata we curate for Beyond Toxics (such as a blog, digital exhibit, video game, VR experience, data dashboard, timeline, storymap, podcast, video essay, bot, etc.)
- 10% a final reflection

**Grading Scale**

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<th>Grade</th>
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<tr>
<td>A-</td>
<td>89.5-92.4%</td>
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<tr>
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<td>86.5-89.4%</td>
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<tr>
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<td>82.5-86.4%</td>
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**COURSE POLICIES**

**Attendance and Participation**

Your attendance and active engagement in class matters for your own learning as well as for the contributions you can make to the learning of others. You are expected to:

- check the course Canvas site and your UO email account regularly for announcements and updates;
- attend all or nearly all class meetings;
- prepare any assigned reading or homework before class on the date indicated;
- read actively, taking notes about any questions, comments, or thoughts you might raise in class;
- remain alert, engaged, and thoughtful throughout class;
- and participate fully in group discussions and activities.

Speaking up during class is easier for some than others. I will offer a variety of opportunities to participate in different modalities, but please do check in with me if you are unsure how to enter the conversation.

If you miss class, it is your responsibility to review the notes for that day and catch up on any material you missed. Notes will be community sourced in this shared Google document. Each week, one small group will be responsible for leading the note-taking effort and ensuring the notes are complete, accessible, and well organized; however, anyone may contribute, regardless of their group number.
Content and Class Culture
The materials and subjects we study in this course will be challenging and will address controversial subjects, including racism, misogyny, heteronormativity, and ableism. These issues will resonate differently for each of us depending on our own identities and experiences. I expect you to create space for one another to bring your full selves to the process of learning alongside and from one another. Please explore the L.A.C.E. (Love, Authenticity, Courage, Empathy) Framework and to think about how it can inform our class culture.

Learning is dialogic, messy, uncomfortable, and continual; I aim to extend empathy to all learners, myself included. With that said, I have zero tolerance for hate speech, stereotypes, slurs, or harassment, and I will make a point to recognize and “call in” more subtle forms of harm. If our class culture impedes your learning in any way, I hope you will feel safe speaking with me about it.

Privacy
It is your ethical responsibility to respect the privacy of your classmates and what they share in class and online. It is prohibited to screenshot or record and repost material from this course on social media, even if names/identities are anonymized, without written permission from the instructor. No personally identifiable information, such as street addresses, phone numbers, or email addresses should be posted on our course Canvas, UOBlogs, or other sites, nor should any discussion of grades.

Accessibility
I work hard to create accessible and inclusive learning environments, and I strive continually to improve. Please notify me if there are aspects of the instruction or design of this course that result in barriers to your participation. You are also encouraged to contact the Accessible Education Center in 360 Oregon Hall at 541-346-1155 or uoaec@uoregon.edu.

Late Work
When you submit late work, it can have a few unintended consequences. It can shorten or eliminate the window of time for me to give you constructive feedback that you need to continue demonstrating progress on the next assignment. It can make it harder or impossible for you to participate fully in class activities that are designed to build on completed work. Worrying about the timeline for and expected quality of late or makeup work can increase your stress and exacerbate any perfectionistic tendencies. For my part, it can be a struggle to keep track of extensions and penalties, readjust Canvas assignment settings on a per-student basis, and stay on top of collecting and responding to late work.

However, I do recognize that life is complicated and unpredictable, and negotiating deadlines is an important professional skill. With that in mind, please consider the following principles if approaching me for an extension:

1. It can sometimes benefit your learning to submit something imperfect on time. The assignments in this class are designed to be low-stakes and build on one another, and you will have an opportunity to narrate your growth and development in the final portfolio. If you are not sure how to balance timeliness vs. quality on a particular
assignment, please reach out so we can discuss it.

2. It is almost always easier to negotiate an extension in advance than to accommodate late work in retrospect. If you look at your calendar and notice you have three exams the week a major assignment is due in this class, let’s talk now, before it becomes a problem.

3. A minimum of 1-2 business days’ advance notice is a standard professional courtesy for any extension request. I typically respond to emails within 2 business days; if you email me within this window, there is no guarantee that I will see and respond to your message before the deadline has passed.

UNIVERSITY POLICIES AND RESOURCES

Honoring Native Peoples and Lands
The University of Oregon is located on Kalapuya Ilihi, the traditional indigenous homeland of the Kalapuya people. Following treaties between 1851 and 1855, Kalapuya people were dispossessed of their indigenous homeland by the United States government and forcibly removed to the Coast Reservation in Western Oregon. Today, Kalapuya descendants are primarily citizens of the Confederated Tribes of Grand Ronde and the Confederated Tribes of Siletz Indians, and they continue to make important contributions to their communities, at UO, and across the land we now refer to as Oregon.

In following the Indigenous protocol of acknowledging the original people of the land we occupy, we also extend our respect to the nine federally recognized Indigenous nations of Oregon: the Burns Paiute Tribe, the Confederated Tribes of the Coos, Lower Umpqua and Siuslaw Indians, the Confederated Tribes of the Grand Ronde, the Confederated Tribes of Siletz Indians, the Confederated Tribes of the Umatilla Indian Reservation, the Confederated Tribes of Warm Springs, the Coquille Indian Tribe, the Cow Creek Band of Umpqua Tribe of Indians, and the Klamath Tribes. We express our respect to the many more tribes who have ancestral connections to this territory, as well as to all other displaced Indigenous peoples who call Oregon home.

Basic Needs
Your safety and wellbeing impacts learning. Please contact resources that can help you to thrive and let me know if you need any help connecting.

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, is urged to contact the Dean of Students Office (346-3216, 164 Oregon Hall) for support. The UO Basic Needs Resource Guide also includes resources for food, housing, healthcare, childcare, transportation, technology, finances, and legal support.

Mental Wellbeing
Life in college can be very complicated. Students often feel overwhelmed or stressed, experience anxiety or depression, struggle with relationships, or just need help navigating
challenges in their life. If you’re facing such challenges, you don’t need to handle them on your own—there’s help and support on campus. As your instructor if I believe you may need additional support, I will express my concerns, the reasons for them, and refer you to resources that might be helpful. It is not my intention to know the details of what might be bothering you, but simply to let you know I care and that help is available. Getting help is a courageous thing to do—for yourself and those you care about.

University Health Services help students cope with difficult emotions and life stressors. If you need general resources on coping with stress or want to talk with another student who has been in the same place as you, visit the Duck Nest (located in the EMU on the ground floor) and get help from one of the specially trained Peer Wellness Advocates. University Counseling Services (UCS) has a team of dedicated staff members to support you with your concerns, many of whom can provide identity-based support. All clinical services are free and confidential. Find out more by calling 541-346-3227 (anytime UCS is closed, the After-Hours Support and Crisis Line is available by calling this same number).

Academic Integrity
The University Student Conduct Code defines academic misconduct. Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct. By way of example, students should not give or receive (or attempt to give or receive) unauthorized help on assignments or examinations without express permission from the instructor. Students should properly acknowledge and document all sources of information (e.g. quotations, paraphrases, ideas) and use only the sources and resources authorized by the instructor. If there is any question about whether an act constitutes academic misconduct, it is the students’ obligation to clarify the question with the instructor before committing or attempting to commit the act. Additional information about a common form of academic misconduct, plagiarism, is available here. Cases of clearly established plagiarism or cheating will result in an assignment grade of “0” as a minimum penalty; all incidents will be reported to the Office of Student Conduct and Community Standards, as required by the English Department and University.

Reporting of Discrimination, Harassment, and Abuse
Any student who has experienced sexual assault, relationship violence, sex or gender-based bullying, stalking, and/or sexual harassment may seek resources and help at safe.uoregon.edu. To get help by phone, a student can also call either the UO’s 24-hour hotline at 541-346-SAFE [7244]. Students experiencing any other form of prohibited discrimination or harassment can find information and resources at investigations.uoregon.edu or contact the non-confidential Office of Investigations and Civil Rights Compliance at 541-346-3123 or the Dean of Students Office at 541-346-3216 for help. As UO policy has different reporting requirements based on the nature of the reported harassment or discrimination, additional information about reporting requirements for discrimination or harassment unrelated to sexual assault, relationship violence, sex or gender based bullying, stalking, and/or sexual harassment is available in the Employee Responsibilities section of the Office of Investigations and Civil Rights Compliance website.
The instructor of this class, as a Student Directed-Employee, will direct students who disclose sexual harassment or sexual violence to resources that can help and will only report the information shared to the university administration when the student requests that the information be reported (unless someone is in imminent risk of serious harm or a minor). The instructor of this class is required to report all other forms of prohibited discrimination or harassment to the university administration.

UO employees, including faculty, staff, and GEs, are mandatory reporters of child abuse. This statement is to advise you that your disclosure of information about child abuse to a UO employee may trigger the UO employee’s duty to report that information to the designated authorities. Please refer to the following link for detailed information about mandatory reporting: Mandatory Reporting of Child Abuse and Neglect.

COVID-RELATED POLICIES

Containment Plan for Classes
As the University of Oregon returns to in-person instruction, here is information critical to how the UO is responding to COVID-19.

To prevent or reduce the spread of COVID-19 in classrooms and on campus, all students and employees:

- Must to comply with vaccination policy
- Must wear face coverings in all indoor spaces on UO campus
- Complete weekly testing if not fully vaccinated or exempted
- Wash hands frequently and practice social distancing when possible
- Complete daily self-checks
- Stay home/do not come to campus if feeling symptomatic
- Complete the UO COVID-19 case and contact reporting form if you test positive or have been in close contact with a confirmed or presumptive case.

In addition, please practice good classroom citizenship:

- Make sure your mask fits you well
- Get tested regularly
- Get to know your neighbors in class, and let them know if you test positive

If a student in class tests positive for COVID-19, all relevant classes will be notified via an email by the Corona Corps Care Team with instructions for students and staff based on their vaccination status. Specifically:

- Vaccinated/Asymptomatic students: Quarantine not required, but daily self-monitoring before coming on campus advised; sign up for testing 3-5 days after notification through MAP
- Unvaccinated or partially vaccinated students: 14-day quarantine advised – do not come to class – and sign up for testing 3-5 days after notification through MAP, if
asymptomatic, or through University Health Services (541-346-2770) or your primary care provider, if symptomatic.

- Symptomatic students: stay home (do not come to class/campus), complete the online case and contact form, and contact University Health Services (541-346-2770) or your primary care provider to arrange for immediate COVID-19 testing.
- Students identified as close contacts of a positive case will be contacted by the Corona Corps Care Team (541-346-2292).

**Academic Disruption**

In the event of a campus emergency that disrupts academic activities, course requirements, deadlines, and grading percentages are subject to change. Information about changes in this course will be communicated as soon as possible by email, and on Canvas. If we are not able to meet face-to-face, students should immediately log onto Canvas and read any announcements and/or access alternative assignments. Students are also expected to continue coursework as outlined in this syllabus or other instructions on Canvas. In the event that the instructor of this course has to quarantine, this course may be taught online during that time.

**Flexibility**

We are in the midst of a national crisis of historic proportions that affects us each. Individually and collectively, the members of this class are facing challenges related to health and wellness, caregiving, travel and immigration restrictions, supply shortages, shipping slowdowns, employment instability, food insecurity, Internet connectivity, and other variables. I am committed to empathy, flexibility, and equity as we work together to help everyone in the class meet its core learning goals.

**SCHEDULE**

**WEEK 1: Digital Competencies I**

- Monday, 1/3
  - Before class: review the syllabus
  - Before or in class: complete introduction survey
- Wednesday, 1/5
  - Before class: complete “Getting Started with WordPress” module
- Friday 1/7
  - Due: Lab Notebook 1
  - Due: Group 1 Week 1 community-sourced notes
  - Due: Bryn Mawr Digital Competencies Framework annotations

**WEEK 2: Digital Culture and Digital Humanities**

- Monday, 1/10 – Guest: Professor Helen Southworth
  - Explore the Modernist Archives Publishing Project
  - Before class: complete MAPP reading guide
- Wednesday, 1/12
  - Watch Bo Burnham, “Inside”
Read Heather Froelich and Michael Correll, “The Spectacular Dashboard”
Explore Covid Black’s “Homegoing” memorial

Friday 1/14
- Due: Lab Notebook 2
- Due: Group 2 Week 2 community-sourced notes

WEEK 3: Data and Counterdata I
- Monday, 1/17 – No class
- Wednesday, 1/19
  - Read and annotate introduction to Noble, Algorithms of Oppression
  - Watch Vox, “Are We Automating Racism?”
- Friday, 1/21
  - Due: Lab Notebook 3
  - Due: Group 3 Week 3 community-sourced notes

WEEK 4: Data and Counterdata II
- Monday, 1/24
  - Read D’Ignazio and Klein, Data Feminism Ch. 2
  - Read Coates, “The Case for Reparations”
- Wednesday 1/26 – Guest: Beyond Toxics
  - Read and annotate excerpt from Ana Castillo, So Far From God (PDF)
  - Explore Beyond Toxics storymap
- Friday, 1/28
  - Due: Complete “Copyright Basics” module including project release forms
  - Due: Lab Notebook 4
  - Due: Group 4 Week 4 community-sourced notes

WEEK 5: Data Collection
- Monday, 1/31
  - Listen to Nice White Parents
- Wednesday, 2/2
  - Read and annotate Morrison, “Récitatif” (PDF)
- Friday, 2/4
  - Due: Lab Notebook 5
  - Due: Group 5 Week 5 community-sourced notes

Week 6: Metadata Curation I
- Monday, 2/7
  - Read and annotate Pomerantz, Metadata Ch 1: Introduction
- Wednesday, 2/9
  - Read Pomerantz, Metadata Ch 2: Definitions
- Friday, 2/11
  - Due: Lab Notebook 6
Week 7: Metadata Curation II
- Monday, 2/14
  - Read Pomerantz, *Metadata* Ch 3: Descriptive Metadata
- Wednesday, 2/16
  - Read Pomerantz, *Metadata* Ch 4: Administrative Metadata
- Friday, 2/18
  - Due: Lab Notebook 7
  - Due: Group 7 Week 7 community-sourced notes

Week 8: Data Visualization I – Places and Times
- Monday, 2/21 – Guest: Joanna Merson, Infographics Lab
  - Read excerpts from Claus Wilke, *Fundamentals of Data Visualization*: Color Scales, Redundant Coding, Telling a Story
- Wednesday, 2/23
  - Read and annotate D'Ignazio and Klein, *Data Feminism* Ch. 3
- Friday, 2/25
  - Due: Lab notebook 8
  - Due: Group 8 Week 8 community-sourced notes

Week 9: Data Visualization II – Texts and Networks
- Monday, 2/28
  - Work through Posner, “Investigating Texts with Voyant”
  - Work through UGA Digital Humanities Lab’s guide to Text Analysis
- Wednesday, 3/2
  - Read Datasitters’ Club: Voyant’s Big Day
- Friday, 3/4
  - Due: Lab Notebook 9
  - Due: Group 9 Week 9 community-sourced notes

Week 10: Digital Competencies II
- Monday, 3/7:
  - Come to class with an idea for your paper prototype
- Wednesday, 3/9:
  - Revisit the Bryn Mawr Digital Competencies Framework
- Friday, 3/11:
  - Due: Paper prototype
  - Due: Group 10 Week 10 community-sourced notes

Week 11: Finals week
- Monday, 3/14: Portfolio with final reflection due