## Course Information

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| Course Number: | DHUM/ENGL/HIST 433 |
| Course Title: | Digital Humanities Theory & Practice |
| Section: | 500 |
| Time: | T/Th 11:10 am - 12:25 pm |
| Location: | LAAH 551 |
| Credit Hours: | 3 |

## Instructor Details

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| Instructor: | Dr. Katayoun Torabi |
| Office: | LAAH 436 |
| E-Mail: | torabik@tamu.edu |
| Office Hours: | 8:00 am to 9:30 am, Wednesday, Thursday, and by appointment via Zoom at this link: https://tamu.zoom.us/j/95466529318 |

## Course Description

Undergraduate-level course that introduced students to the use of digital tools for conducting humanities research, theoretical ideas that inform the field; application of theory to the critical assessment of online digital projects in the field. There is no disciplinary prerequisite, no extensive technical skills are required for the course, and no one disciplinary approach will be favored. DHUM/ENGL/HIST 433 are stacked with DHUM 601.

## Course Prerequisites

DHUM/ENGL/HIST 433: Junior or senior classification (U3 and U4)

## Special Course Designation

DHUM/ENGL/HIST 433 are stacked with DHUM 601.

## Course Learning Outcomes

This course is designed as an undergraduate-level introduction to the dynamic field of digital humanities. There is no disciplinary prerequisite and no one disciplinary approach will be favored. Rather this course seeks to introduce students to some of the breadth of what digital humanists do, what tools they use to do it, and how they go about their work. In this course, students will:

- gain an understanding of and critically evaluate fundamental digital humanities methods and practices by exploring DH tools, resources, and online digital projects produced and used by digital humanists.

- learn how more traditional methods of literary, cultural, and historical analysis can be paired with digital tools and methods.
- Apply digital tools and methods to their own scholarly work.

## Textbook and/or Resource Materials

- Drucker, Johanna. *The Digital Humanities Coursebook: An Introduction to Digital Methods for Research and Scholarship* (London and New York: Routledge, 2021). ISBN: 978-0367565756. REQUIRED.
- Spiro, *Digital Research Tools Directory* (DiRT): [DiRT](#)
- *Visualizing Objects, Places, and Spaces: A Digital Project Handbook* (https://handbook.pubpub.org/)
- Selections on Canvas Course Platform access via HOWDY and/or via email. Any additional reading materials (articles, book chapters, notes, etc.) not listed in the reading schedule below will be provided by the instructor in Canvas.

## Grading Policy

**Grading (1,000 points total available)**

**Grading Scale**

900-1000 points A
800-899 points B
700-799 points C
600-699 points D
599 points and below

| Major Grade Categories/Assignments | Percentage of Grade |
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| Consistent Participation; Lead Selected Teamwork Activities; Complete Daily Assignments | 5% |
| Presentation | 15% |
| Project Report | 10% |
| Voyant Exercise | 10% |
| VisualEyes or Gephi Exercise | 15% |
| Flash Paper Presentation | 15% |
| Final Essay | 30% |
| **Total** | **100%** |
|  |  |

Readings Presentation: Starting in the second week, students will get into groups of two or three (some groups headed by a graduate student) to prepare a presentation on the reading for the week. This will give each student the opportunity to present once during the semester. Students should

work together to divide the task, each taking up a chosen set of readings, chosen theme, or aspect of the topic for the week. Each presentation should seek to integrate the readings for the week and to take things beyond a simple summary of the texts. All readings should be divided evenly among group members. The summary and critique should include the posing of at least two or three questions (per student) to stimulate class discussion. Students should plan to take 7-10 minutes for each presentation. I expect students to approach these presentations as they would a conference paper. Students should prepare a written text and use that written text for their presentation. [I usually plan on 140-150 words per minute when giving an academic paper at a conference but you will want to figure out what pace works best for you.] Students should either email the text of their presentation to the professor before class or come prepared to submit a copy of their written presentation after they present. Visual aids are extra credit. We will try to get through as many of the presentations on Tuesday, but we may take Thursday to finish up. Please go to the sign-up sheet to choose a day to present: Sign Up Here

Project Report: Digital Humanities projects employ a wide variety of methods to meet many different types of objectives. This project report is an opportunity for students to test the waters as they begin to engage critically with projects. In advance of this assignment, students will want to read and watch a blog post and video by Miriam Posner on the question: "How did they make that?": http://miriamposner.com/blog/how-did-they-make-that/ and http://miriamposner.com/blog/how-did-they-make-that-the-video/. Choose two digital projects and in 2 pages (single spaced) compare the goals, data, technologies or tools employed, and your analysis of how well the projects met their stated goals. See prompt and rubric on Canvas for further details.

Voyant Exercise: Students will choose a text of interest to them and use Voyant to explore that text. They will submit a 2-page double-spaced paper in Times-New Roman font discussing their findings. What features of Voyant were particularly useful and which less so or not at all? What did they learn about the text that they would not have seen from simply reading it? How might a tool like Voyant allow them to ask and/or answer research questions that would otherwise be difficult to ask or answer? Go to Canvas to see prompt and rubric for further details.

VisualEyes or Gephi Exercise: Students will construct a dataset that is disciplinarily relevant for them that includes at least 25 data points including either addresses or latitude and longitude coordinates. The student will then use that dataset in VisualEyes, a web-based interactive mapping tool, to create visualizations of the data and write a 2-page double-spaced paper in Times-New Roman font discussing their findings--similar to the Voyant exercise. If students choose Gephi, then they will create a 25-node network representing data that they collected and will then write a 2-page paper explaining their findings. Go to Canvas to see prompt and rubric for further details.

Final Essay: Undergraduate students will write a critical paper based on a topic chosen in consultation with the professor. Students should approach this as a state-of-the-field essay. They will choose a theme, topic, or approach relevant to the field of Digital Humanities. They will discuss theoretical literature in that area and critically assess at least three digital projects related to it. Students should expect to meet with the professor to discuss this paper throughout the process of research and writing. Go to Canvas to see prompt and rubric for further details.

Essay Length: Undergraduate Students: 2500-3000 words (roughly 8-10 pages)

## Late Work Policy

Extensions for assignments and quizzes/exams are granted with proper documentation. These cases include illness, family emergency, COVID-19 related issues, or other similarly urgent events. It is the student's responsibility to inform the instructor of such circumstances—when possible, before the due date. See TAMU Student Rule #7 for university deadlines on submission of documentation for excused absences: http://student-rules.tamu.edu/rule07.

For each DAY (not each class meeting) all assignments are late without a documented excuse and approved extension, the final grade will be reduced by a full letter grade. Thus, an assignment that is one day late and would have received an A if submitted on time will receive a B; an assignment that is two days late and that would have received A if submitted on time will receive a C, etc. No make-up quizzes or exams will be given without documentation for an excused absence. If you miss assignments due to an excused absence, it will be up to you to contact the instructor to make up work.

## Other Course Information

*Technology Support*:

- Canvas course systems are only offered to officially registered TAMU students (no correspondence students).
- Instructor will post, encourage, and be available for regular office hours.
- Grades can only be made available on a secure (password protected) site such as Canvas, Howdy, or Turnitin.com**. Email mention or discussion of specific grades is not allowed due to FERPA laws.**
- Students must retain their own copies of all assignments in case of any technological failure where resubmission of work might be required. Instructor will maintain her own separate copy of the grades because some Course Management Systems (Canvas, Turnitin.com) regularly purge files, including grades.
- As noted in the TAMU Student Rules (http://student-rules.tamu.edu/rule61.htm), it is every student's responsibility to check their Texas A&M University official e-mail account for University-related communications on a frequent and consistent basis. The University recommends checking e-mail at least once per day.
- **Student Responsibility to Backup All Work for the Course:** Students and Instructor should realize that all work stored in Turnitin.com is deleted from student access after each semester ends. As also mentioned above, it is the student's responsibility to backup and retain all work done for the course for the entire semester, in case there is a reason to hand the work in again. Students must keep electronic or hardcopy versions of all work and major projects, complete with instructor comments. The instructor is only responsible for keeping a record of the grade book from each semester.

*Professionalism/Respectful Communications*

Students should be aware of and employ professionalism in all communications for the course, both in the classroom and in all online situations (including email to the instructor and peers). Students will treat this course as a professional obligation in accordance with the university's Student Rules. In all, students should employ the same polite, respectful behavior with peers and instructor that is expected in a professional situation or workplace. Questions about the assignments should be addressed to the instructor. Inappropriate behavior (such as, rudeness in any form, spam, baiting, bullying, use of disrespectful language, sharing of materials in inappropriate ways--especially copyrighted materials) in the classroom or in the online environment will be cause for the instructor to take action in removing the offending student and materials without notice, and may result in the student being called in to the Aggie Honor Office for inappropriate behavior, as cited in the university's Student Rules regarding student disruption of class.

*Email Responses*

Instructor will make every effort to respond to student emails and discussion questions as soon as possible within 24 hours of receipt of email (excepting weekends and holidays) and within standard business hours (9am-5pm). Please send only one email per request or topic of inquiry—multiple emails risk appearing to be spamming, thus can be reviewed under Student Rules. Students should also keep in mind that instructors are not required to respond to emails during evenings, weekends or holidays. Likewise, students should be aware that the Helpdesk for Canvas primarily operates during the week, Monday-Friday, 9:00-5:00. Answers to queries about IT will be sent during the week, not on the weekend.

# University, College, and Department Policies, Procedures, and Resources

## Attendance Policy

The university views class attendance and participation as an individual student responsibility. Students are expected to attend class and to complete all assignments.

Please refer to [Student Rule 7](#) in its entirety for information about excused absences, including definitions, and related documentation and timelines.

## Makeup Work Policy

Students will be excused from attending class on the day of a graded activity or when attendance contributes to a student's grade, for the reasons stated in Student Rule 7, or other reason deemed appropriate by the instructor.

Please refer to [Student Rule 7](#) in its entirety for information about makeup work, including definitions, and related documentation and timelines.

Absences related to Title IX of the Education Amendments of 1972 may necessitate a period of more than 30 days for make-up work, and the timeframe for make-up work should be agreed upon by the student and instructor" (Student Rule 7, Section 7.4.1).

"The instructor is under no obligation to provide an opportunity for the student to make up work missed because of an unexcused absence" (Student Rule 7, Section 7.4.2).

Students who request an excused absence are expected to uphold the Aggie Honor Code and Student Conduct Code. (See Student Rule 24.)

## Academic Integrity Statement and Policy

"An Aggie does not lie, cheat or steal, or tolerate those who do."

"Texas A&M University students are responsible for authenticating all work submitted to an instructor. If asked, students must be able to produce proof that the item submitted is indeed the work of that student. Students must keep appropriate records at all times. The inability to authenticate one's work, should the instructor request it, may be sufficient grounds to initiate an academic misconduct case" (Section 20.1.2.3, Student Rule 20).

**Texas A&M at College Station**
You can learn more about the Aggie Honor System Office Rules and Procedures, academic integrity, and your rights and responsibilities at aggiehonor.tamu.edu.

## Americans with Disabilities Act (ADA) Policy

Texas A&M University is committed to providing equitable access to learning opportunities for all students. If you experience barriers to your education due to a disability or think you may have a disability, please contact the Disability Resources office on your campus (resources listed below) Disabilities may include, but are not limited to attentional, learning, mental health, sensory, physical, or chronic health conditions. All students are encouraged to discuss their disability related needs with Disability Resources and their instructors as soon as possible.

**Texas A&M at College Station**
Disability Resources is located in the Student Services Building or at (979) 845-1637 or visit disability.tamu.edu.

## Title IX and Statement on Limits to Confidentiality

Texas A&M University is committed to fostering a learning environment that is safe and productive for all. University policies and federal and state laws prohibit gender-based discrimination and sexual harassment, including sexual assault, sexual exploitation, domestic violence, dating violence, and stalking.

With the exception of some medical and mental health providers, all university employees (including full and part-time faculty, staff, paid graduate assistants, student workers, etc.) are Mandatory Reporters and must report to the Title IX Office if the employee experiences, observes, or becomes aware of an incident that meets the following conditions (see University Rule 08.01.01.M1):

- The incident is reasonably believed to be discrimination or harassment.
- The incident is alleged to have been committed by or against a person who, at the time of the incident, was (1) a student enrolled at the University or (2) an employee of the University.

Mandatory Reporters must file a report regardless of how the information comes to their attention – including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Although Mandatory Reporters must file a report, in most instances, a person who is subjected to the alleged conduct will be able to control how the report is handled, including whether or not to pursue a formal investigation. The University's goal is to make sure you are aware of the range of options available to you and to ensure access to the resources you need.

**Texas A&M at College Station**
Students wishing to discuss concerns in a confidential setting are encouraged to make an appointment with Counseling and Psychological Services (CAPS).

Students can learn more about filing a report, accessing supportive resources, and navigating the Title IX investigation and resolution process on the University's Title IX webpage.

## Statement on Mental Health and Wellness

Texas A&M University recognizes that mental health and wellness are critical factors that influence a student's academic success and overall wellbeing. Students are encouraged to engage in healthy self-care by utilizing available resources and services on your campus

**Texas A&M College Station**
Students who need someone to talk to can contact Counseling & Psy
chological Services (CAPS) or call the TAMU Helpline (979-845-2700) from 4:00 p.m. to 8:00 a.m. weekdays and 24 hours on weekends. 24-hour emergency help is also available through the National Suicide Prevention Hotline (800-273-8255) or at suicidepreventionlifeline.org.

## Statement on Diversity

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexual orientation, disability, age, religion, socioeconomic status, ethnicity, race, culture, perspective, and other background characteristics. I encourage your suggestions about how to improve the value of diversity in this course.

This course meets the following standards for diversity content and instruction in the following way(s):

1. Course content that includes readings and other materials that address various categories of social difference (gender, nationality, religion, ethnicity, age, sexuality, political affiliation, socio-economic status, ability, linguistic background, etc.) on the course topic.
2. Tying current events and local histories centered on the production of social difference into classroom activities.

## Territorial Acknowledgements foreground our connections to Indigenous dispossession

We, the Department of English, acknowledge that Texas A&M University (College Station) is situated on the land of multiple Native nations, past and present. These original homelands are the territory of Indigenous peoples who were largely dispossessed and removed. We specifically acknowledge the traditional stewardship of this land by the Tonkawa, Tawakoni, Hueco, Sana, Wichita, and Coahuiltecan peoples. We pledge to support and advocate for the histories, cultures, languages, and territorial rights of historic Indigenous peoples of Texas and those of the Indigenous peoples who live here now. This statement affirms continuous Indigenous presence and rights, acknowledges the ongoing effects of settler colonization, and supports Indigenous struggles for political, legal, and cultural sovereignty. However, acknowledgements and statements are insufficient without action behind their words, as Summer Wilkie argues in "So You Want to Acknowledge the Land" ( **High Country News** 22 April 2021: https://www.hcn.org/issues/53.5/indigenous-affairs-perspective-so-you-want-to-acknowledge-the-land).

We encourage you to learn more about affiliated groups of Native nations and tribes in your community and to support the Native American and Indigenous Student Organization at Texas A&M (https://maroonlink.tamu.edu/organization/american_indian_student_assoc).  The College of Liberal Arts also offers coursework in Native and Indigenous history and culture, including ANTH 301: Indians of North America,  HIST 258: American Indian History, and ENGL 357: Native American Rhetorics and Literatures.

To learn more about the over 10.7 million acres of Indigenous land and territory used by the United States government as land-grant university endowments, including for Texas A&M, review  **High Country News** 's study on the Morrill Act of 1862 (https://www.hcn.org/issues/52.4/indigenous-affairs-education-land-grab-universities).

To further understand the importance of land and territorial acknowledgments, consult additional resources, such as http://landacknowledgements.org/.

## Statement on the Family Educational Rights and Privacy Act (FERPA)

FERPA is a federal law designed to protect the privacy of educational records by limiting access to these records, to establish the right of students to inspect and review their educational records and to provide guidelines for the correction of inaccurate and misleading data through informal and formal hearings. Currently enrolled students wishing to withhold any or all directory information items may do so by going to howdy.tamu.edu and clicking on the "Directory Hold Information" link in the Student Records channel on the MyRecord tab.

The complete [FERPA Notice to Students](#) and the student records policy is available on the Office of the Registrar webpage.

Items that can never be identified as public information are a student's social security number, citizenship, gender, grades, GPR or class schedule. All efforts will be made in this class to protect your privacy and to ensure confidential treatment of information associated with or generated by your participation in the class.

Directory items include name, UIN, local address, permanent address, email address, local telephone number, permanent telephone number, dates of attendance, program of study (college, major, campus), classification, previous institutions attended, degrees honors and awards received, participation in officially recognized activities and sports, medical residence location and medical residence specialization.

## Technology Support

Texas A&M University at Qatar students can also direct their technical questions to [servicedesk@qatar.tamu.edu](mailto:servicedesk@qatar.tamu.edu)

## University Writing Center

The mission of the University Writing Center (UWC) is to help you develop and refine the communication skills vital to success in college and beyond. You can choose to work with a trained UWC peer consultant in person or via web conference or email. Consultants can help with everything from lab reports to application essays and at any stage of your process, from brainstorming to reviewing the final draft. You can also get help with public speaking, presentations, and group projects. The UWC's main location is on the second floor of Evans Library; there's also a walk-in location on the second floor of the Business Library & Collaboration Commons.  To schedule an appointment or view our helpful handouts and videos, visit [writingcenter.tamu.edu](#). Or call 979-458-1455.

## COVID-19 Statement

To help protect Aggieland and stop the spread of COVID-19, Texas A&M University urges students to be vaccinated and to wear masks in classrooms and all other academic facilities on campus, including labs. Doing so exemplifies the Aggie Core Values of respect, leadership, integrity, and selfless service by putting community concerns above individual preferences. COVID-19 vaccines and masking — regardless of vaccination status — have been shown to be safe and effective at reducing spread to others, infection, hospitalization, and death.

## Course Schedule

| Topic | Dates | Readings and Assignments |
|---|---|---|
| **Introduction to the Course** | Tuesday, 8/31 | Introductions<br><br>Reading Strategically (Lurie) Link<br><br>Reading Strategically (Miriam) Link |
| | Thursday, 9/2 | **Discuss the following and do in-class DHC exercises**<br><br>"What is Digital Humanities and what's it doing in English departments?" Matthew G. Kirschenbaum in *Debates in the Digital Humanities*, 2012: Link<br><br>Nicholas Carr interview, https://www.youtube.com/watch?v=W86P_FX6PdI<br><br>Ch. 1: "Digital Humanities Overview," Johanna Drucker, in *The Digital Humanities Coursebook*, 2021 (DHC). Link..<br><br>Please go to the sign-up sheet to choose a day for your presentation: Sign Up Here |
| **The History of the Digital Humanities** | Tuesday, 9/7 | **Presentation #1 and Discussion**<br><br>Susan Hockey, "The history of humanities computing," *Companion to Digital Humanities*, Link<br><br>Edward Vanhoutte, "The Gates of Hell: History and Definition of Digital \| Humanities \| Computing" *Defining Digital Humanities: A Reader*. TAMU Library Ebook. Link. |
| | Thursday, 9/9 | **Discuss:**<br><br>"IF (NOT "QUANTIZE, CLICK,AND CONCLUDE") {DIGITALMETHODS IN MEDIEVAL STUDIES}:" in *Meeting the Medieval in a Digital World*, 2018, Torabi, Link.<br><br>The Digital in the Humanities: An Interview with Franco Moretti, Link<br><br>Who is Franco Moretti? Link |
| **Text Encoding** | Tuesday, 9/14 | **Presentation #2 and Discussion:** |

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| | | Elena Pierazzo, "Textual Scholarship and Text Encoding," *A New Companion to Digital Humanities*, 2016, 307–321. TAMU Ebook, ch. 21. Link pp. 307-316 + Link to pp. 317-321.<br><br>David Birnbaum, "What is XML and why should humanists care? An even gentler introduction to XML," Link |
| | Thursday, 9/16 | **Discuss the following and do in-class DHC exercises**<br><br>"A Gentle Introduction to XML," from the TEI Guidelines, Link<br><br>Ch. 4 "Metadata, Markup, and Data Description," in *The Digital Humanities Coursebook*, 2021. Link. |
| **Text Analysis** | Tuesday, 9/21 | **Presentation #3 and Discussion:**<br><br>Seven ways humanists are using computers to understand texts, Ted Underwood, 4 June 2015, Link<br><br>Stéfan Sinclair, Geoffrey Rockwell, and the Voyant Tools Team, *Voyant Tools* (web application), 2012. http://docs.voyant-tools.org/about/. and https://voyant-tools.org/<br><br>Voyant Guide: Link<br><br>**VOYANT EXERCISE DUE BEFORE CLASS on Tuesday, 9/28** |
| | Thursday, 9/23 | **Discuss the following and do in-class DHC exercises**<br><br>Ch. 7 "Data Mining and Analysis," in *The Digital Humanities Coursebook*, 2021. |
| **Space and Mapping** | Tuesday, 9/28 | **Presentation #4 and Discussion:**<br><br>Alan McConchie and Beth Schechter, Anatomy of a Web Map, http://maptime.io/anatomy-of-a-web-map<br><br>Todd Presner and David Shepard, "Mapping the Geospatial Turn," *A new companion to digital humanities*, Susan Schreibman, Ray Siemens and John Unsworth, eds. 2015, 201-212. TAMU Ebook, Ch. 14. |

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| | Thursday, 9/30 | **Discuss:**<br><br>Ch. 8 "Mapping and GIS," in *The Digital Humanities Coursebook*, 2021<br><br>**Tools to explore before and during class on Thursday:**<br><br>Wikipedia:WikiProject Maps: Link<br><br>David Rumsey Map Collection: https://www.davidrumsey.com/<br><br>VisualEyes: http://www.viseyes.org/visualeyes/<br><br>VisualEyes Tutorial: Link |
| **Visualization** | Tuesday, 10/5 | **Presentation #5 and Discussion:**<br><br>Johanna Drucker, "Graphic Provocations: What Do Digital Humanists Want from Visualization?" Susan Hockey Lecture in Digital Humanities, University College London, 25 May 2016, https://www.ucl.ac.uk/dh/events/SusanHockeyLecture/2016 |
| | Thursday, 10/7 | **Discuss the following and do in-class DHC exercises**<br><br>Ch. 6 "Information Visualization," in *The Digital Humanities Coursebook*, 2021<br><br>**Tools to explore before and during class on Thursday:**<br><br>VisualEyes Tutorial: https://www.youtube.com/watch?v=Oqw5o9d7msM&feature=youtu.be<br><br>**PROJECT REPORT DUE BEFORE CLASS ON 10/7** |
| **Network Analysis** | Tuesday, 10/12 | **Lecture on Gephi and Network Analysis**<br><br>**Discuss:**<br><br>M. Bastian, S. Heymann, M. Jacomy, **"**Gephi: an open source software for exploring and manipulating networks," Link.<br><br>Gephi, 2009, https://gephi.org/. |

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| | | **Examples of Network Projects:**<br><br>The Viking Facebook, Veronique Greenwood, The Verge, 15 July 2014, Link<br><br>Viking sagas: Six degrees of Icelandic separation: Social networks from the Viking era, Padraig MacCarron and Ralph Kenna, Significance, 10.6 2013, Link<br><br>People of Medieval Scotland (PoMS), 1093 – 1371: https://www.poms.ac.uk/<br><br>**VisualEyes or Gephi EXERCISE DUE BEFORE CLASS Thursday, 10/21** |
| | Thursday, 10/14 | **Lecture: Gephi's Data Lab** |
| | Tuesday, 10/19 | **Lecture: Generating Graphs in Gephi** |
| **Lexomics** | Thursday, 10/21 | **Presentation #6 and Discussion:**<br><br>Drout, Michael, Kahn, Michael J., LeBlanc, Mark D., and Nelson, Christina. "Of Dendrogrammatology: Lexomics   Methods for Analyzing the Relationships among Old English   Poems," *Journal of English and Germanic Philology* (2011): 301-336. Link.<br><br>Torabi, Katayoun. "Two New Approaches to Exploring Monstrous Landscapes in *Beowulf* and *Blickling Homily XVII*" in *Essays in Medieval Studies*, 2015, Link<br><br>**Examples of Dendrograms**<br><br>**VisualEyes or Gephi EXERCISE DUE BEFORE CLASS** |
| **Inclusion and the Digital Humanities** | Tuesday, 10/26 | **Presentation #7 and Discussion**<br><br>Lisa Marie Rhody, "Why I Dig: Feminist Approaches to Text Analysis", *Debates in the Digital Humanities*, 2016, Link<br><br>Mandell, Laura. "Gender and Cultural Analytics: Finding or Making Stereotypes? in *Debates in the Digital Humanities*, 2019, Link<br><br>Barnett, Fiona, etal. "QueerOS: A User's Manual: in *Debates in the Digital Humanities*, 2019, Link |
| | Thursday, 10/28 | **Discuss:** |

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| | | Gallon, Kim. "Making the case for the Black Digital Humanities," in *Debates in the Digital Humanities*, 2016, Link |
| | | Noble, Safiya Umoja. "Toward a Black Critical Digital Humanities," in *Debates in the Digital Humanities*, 2019, Link |
| Research Questions, Collaboration, and Workflow | Tuesday, 11/2 | **Presentation #8 and Discussion**<br><br>Julia Flanders, "Collaboration and Dissent: Challenges of Collaborative Standards for Digital Humanities," *Collaborative Research in the Digital Humanities*, ed. Marilyn Deegan and Willard McCarty. Ashgate Publishing, 2012. A preprint is here: Link<br><br>Julia Flanders, "The Productive Unease of 21st-Century Digital Scholarship" 3, no. 3 (2009). Link<br><br>**ANNOTATED BILIOGRAPHY DUE IN CLASS** |
| | Thursday, 11/4 | **Discuss the following and do in-class DHC exercises**<br><br>Melissa Terras, "Crowdsourcing in the Digital Humanities," *A New Companion to Digital Humanities*, 2016, 420-438. TAMU Library Ebook, Ch. 29.<br><br>Ch. 12 "Project Design and Intellectual Property," in *The Digital Humanities Coursebook*, 2021 |
| Professional-ization in the Digital Humanities | Tuesday, 11/9 | **Presentation #9 and Discussion**<br>William Thomas, "The Promise of Digital Humanities and the Contested Nature of Digital Scholarship," *A New Companion to Digital Humanities*, 2016, TAMU Library Ebook, Ch. 36.<br><br>Liu, Alan. "The state of the digital humanities: A report and a critique," Link |
| | Thursday, 11/11 | **Discuss:**<br><br>Wendy Hui Kyong Chun. "The Dark Side of the Digital Humanities," in *Debates in the Digital Humanities*, 2016, Link<br><br>Guidelines on evaluating digital research: AHA Guidelines, MLA Guidelines, Journal of Digital |

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| **Writing Exercises and Individual Meetings with Professor** | Tuesday, 11/16 | Writing Exercises and Individual Meetings with Professor |
| | Thursday, 11/18 | Writing Exercises and Individual Meetings with Professor |
| **Presentations** | Tuesday, 11/23 | **Paper or Project Presentations** |
| | Thursday, 11/25 | **Thanksgiving Holiday** |
| | Tuesday, 11/30 | **Paper or Project Presentations** |
| | Thursday, 12/2 | **Paper or Project Presentations** |
| **Peer Review** | Tuesday, 12/7 | **ROUGH DRAFT AND GROUP PEER REVIEW** (Failure to participate in Peer-Review will result in a significant drop in Paper 2's final grade) |
| **Papers Due** | Friday, 12/10 | **FINAL PAPER DUE (NO LATER THAN 5 PM TO TURNITIN ON CANVAS)** |