

Carleton University
DIGH 5000
Issues in the Digital Humanities
Fall 2023

Instructor: D. Papagiannis
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Location: Online Synchronous
Time: Tuesday 6:05pm – 8:50pm

Course Description

Introduction to the theoretical and practical aspects of the Digital Humanities, including the historical and ongoing debates over its boundaries, methodologies, objectives and values.
Includes: Experiential Learning Activity

This is graduate level course that welcomes students from various disciplines. No previous knowledge of Digital Humanities (DH) is required. The course is prefixed on exploring issues in the Digital Humanities from multiple perspectives and will include aspects of Active Learning, Experiential Learning, and Problem Based Learning (PBL). The role of the instructor is that of a facilitator as opposed to a lecturer, with an emphasis on deep reflection and not on digital tools. I encourage learners to question the very definition of the term “Digital Humanities” throughout the course, and to consider whether DH is a novel discipline

Please note that in the spirit of PBL I have used the term “learners” as opposed to “students”. We are all learners in a journey that continues throughout the course and beyond. I encourage you to review the Fully Online Learning Community Model (FOLC) which I successfully employed in the Faculty of Education Adult Education and Digital Technology Program (AEDT) at UOIT

<https://eilab.ca/fully-online-learning-community/>

Readings and texts will be made available through Brightspace

Learning Objectives

By the end of this course students will be able to

- Gain a theoretical and practical understanding of contemporary issues in the Digital Humanities
- Define, describe and analyze key trends and themes in the Digital Humanities
- Demonstrate the ability to present modules that pertain to their discipline
- Create a final Digital Humanities project relative to their discipline

Weekly Modules

The course is divided into 4 sections and 13 topics. I will be hosting an “unconference” during Week 1 where we will decide on the topics as a group and also on their respective order

I) Introduction

-What is Digital Humanities?

II) Past and Present Realities

- Code
- Archives and Databases
- Text Analysis and Digital Writing
- Sound
- Media Archaeology
- Mapping
- Digital Visualization
- Network Analysis

III) Current Realities

- Ethics and Politics: Surveillance, Open Source, Data Collection
- Social Media
- Games and Gamification
- Digital Storytelling

IV) Immersive Realities

- Virtual Reality
- Augmented Reality

Assessment

20% Blog Apr 10
20% Module Presentation – Experiment Ongoing
20% Participation Ongoing
40% Final Project and Reflection Paper Apr 10

Blog - 20% - Learning Objectives 1 and 2

Learners are required to create a blog that details their interactions with DH throughout the course. A blog post a week should suffice for 12 posts, but feel free to create additional posts as you see fit. In your blog you should consider ‘the 3ws’ of DH:

‘weird’ (eg, unfamiliar to your experience or disciplinary home)
‘wonderful’ (eg, makes you see your research, your discipline, and so on, in an exciting way),
‘worrying’ (eg, something that shakes a core assumption, something that seems problematic to you).

You can also include links to websites, articles, videos, whatever you feel is relevant or of interest. While Wordpress is suggested, learners are free to choose the platform of their choice

Please note that you are not obligated to perform any public-facing online work in this course under your own name. **Pseudonyms are ok.** You do not need to explain or justify your decision to myself or to anyone else

Module Presentation/Experiment -20% - Learning Objectives 1 - 3

The presentation is divided into two components: Presentation and Experiment

Presentation: Approximately 30 - 35 mins - Feel free to use any articles that you feel are relevant to the discussion

The presentation should address the following:

What is DH?

How is DH relevant to your discipline? (e.g. history)

Introduction to the module

How is the module relevant to DH? Provide examples

What are the issues that you are struggling with?

Is DH "new"?

A slide deck would be helpful but is not necessarily a requirement. I strongly suggest that learners contact me a week before their presentation, as I may be able to offer suggestions and links to scholarly articles

Experiment: 15 mins

The experiment can be very open ended. We can watch a video, learn how to code, use twitter, test a hypothesis - ideally something that we can do in class as a group relative to your module. Alternatively, the experiment can be an early stage prototype or experiment that demonstrates the idea behind your final project

Participation – Collegiality and Generous Thinking - 20%- Learning Objective 1 and 2

Participation

First and foremost, I am looking for active participation and/or active listening throughout the course in a synchronous environment. Everyone is welcome to participate, please do not be shy. If there is anything that I can do to help you engage in active participation, please contact me.

Collegiality and Generous Thinking

Learners will be required to respond to the weekly readings on the discussion boards in the course on Brightspace. Learners are also strongly encouraged to reply to the postings of others. The process is designed to kickstart the eventual live synchronous conversations.

Final DH Project and Reflection Paper- 40% - Learning Objective 4

Final Project – 30%

Learners are required to complete a final DH project that is relative to their discipline. The project is open ended and can take various forms. I encourage learners to complete a project that they are passionate about, as opposed to creating a project simply for the sake of doing so

Suggestions:

- Paper prototype of a serious game
- Digital prototype of a serious game
- Spatial/Mapping Projects
- Podcast
- Documentary
- VR piece
- AR piece

Examples

Digital Humanities Projects at Stanford

<https://digitalhumanities.stanford.edu/projects>

MIT Interactive Cinema Program

<https://ic.media.mit.edu/>

Additional examples will be provided in class

While the projects are open ended, I encourage learners to discuss their projects with me beforehand. I welcome optional project proposals if they would assist you in the process. Further information will be available in class

Reflection Paper – 10%

Learners are required to write a short reflection paper 4-6 pages (750-1000 words) that addresses the following criteria with reference to the relative scholarly publications:

- Description of your final project

- What you learned from the project
- The outcome of your project. It is pertinent to discuss the value of a success and/or a productive failure
 - Did the project come together in the way that you expected?
 - If not, what did you learn from this experience?
- What is the contribution of your project to the field of DH?
- Your definition of DH
- What you would do differently in the future

REGULATIONS COMMON TO ALL COURSES

COPIES OF WRITTEN WORK SUBMITTED

Always retain for yourself a copy of all essays, term papers, written assignments or take-home tests submitted in your courses.

PLAGIARISM

The University Academic Integrity Policy defines plagiarism as “*presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.*” This includes reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to: books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, artworks, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

- any submission prepared in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings without appropriate acknowledgement;
- submitting a computer program developed in whole or in part by someone else, with or without modifications, as one’s own; and
- failing to acknowledge sources through the use of proper citations when using another’s work and/or failing to use quotations marks.

Plagiarism is a serious offence that cannot be resolved directly by the course’s instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of “F” for the course.

COURSE SHARING WEBSITES and COPYRIGHT

Classroom teaching and learning activities, including lectures, discussions, presentations, etc., by both instructors and students, are copy protected and remain the intellectual property of their respective

author(s). All course materials, including PowerPoint presentations, outlines, and other materials, are also protected by copyright and remain the intellectual property of their respective author(s).

Students registered in the course may take notes and make copies of course materials for their own educational use only. Students are not permitted to reproduce or distribute lecture notes and course materials publicly for commercial or non-commercial purposes without express written consent from the copyright holder(s).

STATEMENT ON CLASS CONDUCT

The Carleton University Human Rights Policies and Procedures affirm that all members of the University community share a responsibility to:

- promote equity and fairness,
- respect and value diversity,
- prevent discrimination and harassment, and
- preserve the freedom of its members to carry out responsibly their scholarly work without threat of interference.

Carleton University Equity Services states that “every member of the University community has a right to study, work and live in a safe environment free of discrimination or harassment”. [In May of 2001 Carleton University’s Senate and Board of Governors approved the Carleton University Human Rights Policies and Procedures. The establishment of these policies and procedures was the culmination of the efforts of the Presidential Advisory Committee on Human Rights and a Human Rights Implementation Committee.]

GRADING SYSTEM

Letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100 (12)	B = 73-76 (8)	C - = 60-62 (4)	F= 0-49 (0) – Failure: no academic credit
A = 85-89 (11)	B - = 70-72 (7)	D+ = 57-59 (3)	
A - = 80-84 (10)	C+ = 67-69 (6)	D = 53-56 (2)	
B+ = 77-79 (9)	C = 63-66 (5)	D - = 50-52 (1)	

The following additional final course grades may be assigned by instructors:

DEF	Official deferral of final exam (see "Petitions to Defer")
GNA	Grade not available. This is used when there is an allegation of an academic offence. The notation is replaced with the appropriate grade for the course as soon as it is available.
IP	In Progress – a notation (IP) assigned to a course by a faculty member when: At the undergraduate level, an undergraduate thesis or course has not been completed by the end of the period of registration.
WDN	Withdrawn. No academic credit, no impact on the CGPA. WDN is a permanent notation that appears on the official transcript for students who withdraw after the full fee adjustment date in each term (noted in the Academic Year section of the Calendar each term). Students may withdraw on or before the last day of classes.

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.

WITHDRAWAL WITHOUT ACADEMIC PENALTY

September 30, 2022: Last day for a full fee adjustment when withdrawing from **fall** and **fall/winter (full year)** courses (financial withdrawal). Withdrawals after this date will create no financial change to fall term fees and will result in a permanent notation of WDN appearing on your official transcript.

December 9, 2022: Last day for academic withdrawal from **fall** courses.

April 12, 2023: Last day for academic withdrawal from **fall/winter (full year)** courses.

ACADEMIC ACCOMMODATION

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

Pregnancy obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For accommodation regarding a formally-scheduled final exam, you must complete the Pregnancy Accommodation Form ([click here](#)).

Religious obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details [click here](#).

Academic Accommodations for Students with Disabilities: The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (if applicable).

Survivors of Sexual Violence

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and where survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: <https://carleton.ca/equity/sexual-assault-support-services>

Accommodation for Student Activities

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation will be provided to students who compete or perform at the national or international level. Write to me with any requests for academic accommodation during the first two

weeks of class, or as soon as possible after the need for accommodation is known to exist. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

PETITIONS TO DEFER

Students unable to write a final examination because of illness or other circumstances beyond their control or whose performance on an examination has been impaired by such circumstances may apply within five working days to the Registrar's Office for permission to write a deferred examination. The request must be fully and specifically supported by a medical certificate or other relevant documentation. Only deferral petitions submitted to the Registrar's Office will be considered.

CONTACTS (613-520-2600, phone ext.)

- Digital Humanities Program digitalhumanities@carleton.ca
- Registrar's Office (3500) registrar@carleton.ca
- Academic Advising Centre academicadvising@carleton.ca
- Paul Menton Centre (6608) pmc@carleton.ca
- Centre for Student Academic Support – Study Skills, Writing Tutorials, Bounce Back csas@carleton.ca

Application for Graduation Deadlines

- Spring Graduation (June): April 1
- Fall Graduation (November): September 1
- Winter Graduation (February): December 1