DIGH5000, Flavours of DH
Fall/Winter 2024/5 @ Carleton U

Online; Every second Tuesday 8.35 – 11.25 beginning October 1 2024
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Course website: https://shawngraham.github.io/digh5000/
We will not be using Brightspace

DIGH5000 is the introductory core course for the MA Specialization in Digital Humanities. We develop an understanding of what 'DH' might mean for you, in the context of your home program, through an exploration of how members of the Carleton community are pursuing their own research in/and/through DH. We meet on select Tuesday mornings throughout the Fall and Winter terms, starting October 1st. From time to time, to accommodate the schedules of participating faculty, we might have to adjust our meeting times. **Carleton has scheduled our meetings as fully online; with everyone's consent we might try to meet in person from time to time**.

The course catalogue will tell you that this course is about an "Introduction to the theoretical and practical aspects of the Digital Humanities, including the historical and ongoing debates over its boundaries, methodologies, objectives and values." I suppose that's more or less correct; doesn't actually tell us much about what 'dh' is about, though.

I'm loathe to define DH. But I will say this much: it's not *just* about tool use or shiny new digital toys applied to humanities-type materials. It is also about exploring what our tools do to us. I would suggest that's the more important aspect. Archaeology teaches us that our things help make us us as much as we make our things. What kind of a world are we building? There is no such thing as 'data'. Perhaps there are only 'capta'.

We will read, and we will make. We will build!

The goals of the course are to

- develop a perspective on the breadth and depth of DH work and an understanding of where your own research interests intersect with the field
- develop facility in learning how to learn digital tools and techniques as they evolve and emerge

Assessment

I'm looking for engagement, critical reflection, and experimentation: Push yourself!

Active engagement

Don't just take it in, be active in the class discussion. Leadership and positive contributions to the class discussion, wherever that takes place. Each session will involve hacking, poking, prodding, and otherwise doing digital humanities. We can spend time every session considering how all of this will play to the experiment as well.

Privacy

You are in no way obligated to do any of the public-facing work of this course under your own name. **Pseudonyms** are ok. You do not need to explain why you want to use a pseudonym to me. At all times, keep your own personal safety online front and centre: my experience of the internet, and of academic culture, will have been different from yours, and my goal is to listen more than I talk when it comes to these issues.

Assessment Breakdown

- 40% Collegiality and [Generous Thinking](#)
- 30% Method/Perspective Exploration
- 30% DH Experiment

Collegiality and Generous Thinking

> *Generous Thinking [begins] by proposing that rooting the humanities in generosity, and in particular in the practices of thinking with rather than reflexively against both the people and the materials with which we work, might invite more productive relationships and conversations not just among scholars but between scholars and the surrounding community.*
>
> - Kathleen Fitzpatrick

To demonstrate generous thinking and collegiality, I want you to be attentive to your peers' annotations and notebooks, and engage with them thoroughly, whether by responding to an annotation, drawing the connections with other bodies of thought or artefacts, or by annotating someone else's notebook. Ancillary to this, I also want to see you searching for opportunities to wonder aloud about how your discipline and dh might engage in the kind of generous thinking that Fitzpatrick describes.

Collegiality also entails attending and being prepared for all of our meetings.

This aspect of the course is graded exceptional / pass / fail.

Method/Perspective Exploration

You will select a particular method or perspective you want to explore in more depth. It might be that one of our visitors has also discussed aspects of the method or perspective, so if appropriate you'd be expected to engage with their work as well. Methods or Perspectives include but are not limited to:

archives & databases	large language models as 'ai'	scholarly publishing
accessibility & design	sonification	digital pedagogy
public humanities	data feminism	visualizations
minimal computing	algorithmic writing: games, simulations	computational creativity
text analysis	webmapping & GIS	network analyses
linked open data, knowledge graphs		

DH Experiment

Using what you are learning, your will carry out an experiment using an approach or tool that is new to you, on a body of materials that are very familiar to you. Perhaps you have a paper from another class that you are fond or proud of; your experiment will be to re-cast those materials via an appropriate DH tool/technique/approach.

What has changed? What *new* things have you spotted? What ideas/observations have been confirmed? What does DH bring to the questions or issues? How do you think differently as a result? See Matthew Lincoln on 'confabulation' in the humanities.

An experiment poses a *question*, it describes and then uses a *method*, and it keeps track of what you think the likely outcome will be *before* you do the experiment, and what you observe *afterwards*.

You will submit to me:

- a lab notebook with at least 10 entries; this notebook is a gift to **future you** when you try to replicate or revisit what you've learned - this will be a private repository on Github to which you'll add **shawngraham** as a collaborator. - each entry will be a markdown file with a name along these lines 'yyyy-mm-dd-entry#.md'
  - bullet points etc are fine; these are not essays. They are your *notes*. They can contain images, links, screenshots, to do lists, things that are working, workflows, reference literature etc
- an unessay discussing the experiment, in a format appropriate to the work (thus, not necessarily a written essay)

Generative AI policy

'AI' is mostly a marketing term. But there may be cases where it is appropriate to use things like LLM (large language models) or other such tools in the context of exploring digital humanities' work. For instance, it might make sense to use it

- for understanding what code does

- for making alterations to example code for a particular use
- for expanding code to do new things.
- when a tutorial or how-to employs such a technology and you wish to explore/experiment

However: you may NOT use such tools for 'writing' your lab notebook, because… what would be the point? The lab notebook is for Future You. So… just don't, ok? It *might* make sense to use something like eg makereal to help develop an interface for an unessay. If you're ever in doubt, **just talk to me**.

The key question I think might actually be: **does using X diminish or enhance my humanity?**

On which note, see what artist and researcher Eryk Salvaggio wrote recently:

Generative AI is digital humanities in reverse. What we describe about the information in an archive becomes a prescription – what was meant to be a set of notes becomes a recipe. This reversal makes digital humanities a key lens for understanding the complex cultural questions surrounding AI, but to do so, we have to get into the habit of thinking in reverse. We have to consider the consequences of the ways we organize information deliberately, & become literate about what AI systems will do to the data we gather about culture. Assume anything we record will eventually be reversed and mass-produced. How does that change the way you label, categorize, store information? What do you do differently? The opposite of digital humanities – issues around the preservation of scarce originals are displaced by the mass production of simulated derivatives.

- Eryk Salvaggio https://assemblag.es/@CyberneticForests/113075082411831826

Schedule

What do we mean when we say 'dh', and what does DH mean when we come from so many disparate disciplinary directions? Part of the goal for this course is to equip you with something of the historiographic background for the multiple ways of 'doing' DH. We have invited DH and DH-adjacent friends and fellow travellers throughout the year to talk with us about their own research. How does their work fit in with our evolving understanding of what 'dh' can be?

The schedule below is provisional and subject to change and partly dependent on the availability of potential guests from around the university; so too are the exact topics. Check the course website for current data.

October 1st
Introduction - my own DH journey and what it shows about the continuing evolution of the field

October 15th
Building a Digital Research Environment and Why That Matters in DH / issues of replicability, reproducibility / tools are never neutral

October 29th

Guest TBD - exact time to be determined
DH, texts, storytelling, and space

November 12
Guest TBD DH, Data & Society

November 26th
Guest TBD Games & interactive media

January 7th
Guest TBD DH and Archaeology

January 21st
Guest TBD DH in the Community

February 4th
Guest TBD DH from emerging colleagues' perspectives

February 25th
Experiment Previews

March 11th
Unessay Previews

March 25th
TBD

April 8th
TBD

University Regulations for All College of the Humanities Courses (Updated August 20, 2024)

Academic Dates and Deadlines

This schedule contains the dates prescribed by the University Senate for academic activities. Dates relating to fee payment, cancellation of course selections, late charges, and other fees or charges will be published in the Important Dates and Deadlines section of the Registration Website.

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.

Online Learning Resources

On this page, you will find resources collected by Carleton Online to help you succeed in your online courses; Learning Strategies and Best Practices, Study Skills, Technology and Online

Interaction and Engagement.

Academic Integrity Policy

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, including the unauthorized use of generative AI tools (e.g., ChatGPT)
- 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
- failing to acknowledge sources with 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 follows a rigorous process for academic integrity allegations, including reviewing documents and interviewing the student, when an instructor suspects a violation has been committed. Penalties for violations may include a final grade of "F" for the course.

Co-operation or Collaboration

An important and valuable component of the learning process is the progress a student can make as a result of interacting with other students. In struggling together to master similar concepts and problems and in being exposed to each other's views and approaches, a group of students can enhance and speed up the learning process. Carleton University encourages students to benefit from these activities which will not generally be viewed as a violation of the Policy. With the exception of tests and examinations, instructors will not normally limit these interactions.

Students shall not co-operate or collaborate on academic work when the instructor has indicated that the work is to be completed on an individual basis. Failure to follow the

instructor's directions in this regard is a violation of the standards of academic integrity. Unless otherwise indicated, students shall not co-operate or collaborate in the completion of a test or examination.

Group Work: There are many cases where students are expected or required to work in groups to
complete a course requirement. Normally, students are not responsible for violations of this policy
committed by other members of a group in which they participate.

More information on the process [here.](#)

Academic Accommodations

Academic accommodation refers to educational practices, systems and support mechanisms designed to accommodate diversity and difference. The purpose of accommodation is to enable students to perform the essential requirements of their academic programs. At no time does academic accommodation undermine or compromise the learning objectives that are established by the academic authorities of the University.

Carleton is committed to providing academic accessibility for all individuals. You may need special arrangements to meet your academic obligations during the term. The accommodation request processes, including information about the *Academic Consideration Policy for Students in Medical and Other Extenuating Circumstances*, are outlined on the **[Academic Accommodations website.](#)**

Requests for Academic Accommodation

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes can be **[found here](#)**.

Addressing Human Rights Concerns

The University and all members of the University community share responsibility for ensuring that the University's educational, work and living environments are free from discrimination and harassment. Should you have concerns about harassment or discrimination relating to your age, ancestry, citizenship, colour, creed (religion), disability, ethnic origin, family status, gender expression, gender identity, marital status, place of origin, race, sex (including pregnancy), or sexual orientation, please contact the [Department of Equity and Inclusive Communities](#) at equity@carleton.ca.

Grading System at Carleton University

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.
[The system of grades used,](#) with corresponding grade points and the percentage conversion can be found [here.](#)

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).
More information

Student Rights and Responsibilities at Carleton

Carleton University strives to provide a safe environment conducive to personal and intellectual growth, free of injustice and characterized by understanding respect, peace, trust, and fairness.

The Student Rights and Responsibilities Policy governs the non-academic behaviour of students. Carleton University is committed to building a campus that promotes personal growth through the establishment and promotion of transparent and fair academic and non-academic responsibilities.

Deferred Term Work

In some situations, students are unable to complete term work because of extenuating circumstances beyond their control, which forces them to delay submission of the work. Requests for academic consideration are made in accordance with the Academic Consideration Policy for Students in Medical or Other Extenuating Circumstances.

Students who claim short-term extenuating circumstances (normally lasting up to five days) as a reason for missed term work are held responsible for immediately informing the instructor concerned and for making alternate arrangements with the instructor. If the instructor requires supporting documentation, the instructor may only request submission of the University's self-declaration form, which is available on the Registrar's Office website. The alternate arrangement must be made before the last day of classes in the term as published in the academic schedule.

1. Normally, any deferred term work will be completed by the last day of term. In all cases, formative evaluations providing feedback to the student should be replaced with formative evaluations. In the event the altered due date must extend beyond the last day of classes in the term, the instructor will assign a grade of zero for the work not submitted and submit the student's earned grade accordingly; the instructor may submit a change of grade at a later date. Term work cannot be deferred by the Registrar.

2. In cases where a student is not able to complete term work due to extenuating circumstances lasting for a significant period of time/ long-term (normally more than five days), the instructor and/or student may elect to consult with the Registrar's Office (undergraduate courses) or Graduate Registrar (graduate courses) to determine appropriate action.

3. If a student is concerned the instructor did not respond to the request for academic consideration or did not provide reasonable accommodation, the student should follow the appeals process described in the Academic Consideration Policy.

4. If academic consideration is granted, but the student is unable to complete the accommodation according to the terms set out by the instructor as a result of further illness, injury, or extraordinary circumstances beyond their control, the student may submit a petition to the Registrar's Office (undergraduate courses)/Graduate Registrar (graduate courses). Please note, however, that the course instructor will be required to submit an earned final grade and further consideration will only be reviewed according to established precedents and deadlines. (More information: Undergraduate | Graduate).

Deferred Final Exams

Students who are unable to write a final examination because of extenuating circumstances, as defined in the Academic Consideration Policy, may apply for accommodation. Normally, the accommodation for a missed final examination will be granting the student the opportunity to write a deferred examination. In specific cases when it is not possible to offer a deferred examination, and with the approval of the Dean, an alternate accommodation may be made.

The application for a deferral must:

1. be made in writing to the Registrar's Office no later than three (3) working days after the original final examination or the due date of the take-home examination; and,

2. be fully supported by appropriate documentation. In cases of short-term extenuating circumstances normally lasting no more than five (5) days, students must include the University's self-declaration form, which can be found on the Registrar's Office website. Additional documentation is required in cases of extenuating circumstances lasting longer than five (5) days and must be supported by a medical note specifying the date of onset of the illness, the (expected) date of recovery, and the extent to which the student was/is incapacitated during the time of the examination. The University's preferred medical form can be found at the Registrar's Office here.

3. ## Financial vs. Academic Withdrawal
   Make sure that you are aware of the separate deadlines for Financial and Academic withdrawal!

Making registration decisions in Carleton Central involves making a financial and academic commitment for the courses you choose, regardless of attendance. If you do not attend, you must withdraw in Carleton Central within the published deadlines to cancel your registration. A fee adjustment is dependent on registration being canceled within the published fee deadlines and dependent on your course load. A course dropped after the deadline for financial withdrawal will receive a grade of Withdrawn (WDN), which appears on your official transcript.

Even if you miss the deadline for financial withdrawal, you might decide to drop a course to avoid a failure or a poor grade showing up on your student record and bringing down your CGPA. It is your responsibility to drop the course via Carleton Central within the published deadlines (see Academic Withdrawal).

If you are considering withdrawing from a course, you may want to talk to an advisor first. Course withdrawal may affect your student status, as well as your eligibility for student funding, immigration status, residence accommodation and participation in varsity sports, etc. Additionally, remember that once you choose your courses, you must use the "Calculate amount to pay" button to determine the correct amount of fees to pay.

Carleton Central is your one-stop shop for registration activities. If you are interested in taking a course, make sure to complete your registration. Simply attending a course does not mean you are registered in it, nor is it grounds for petition or appeal.

Mental Health and Wellness at Carleton

As a student you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. For more information, please consult https://wellness.carleton.ca/"

Emergency Resources (on and off campus)

- Suicide Crisis Helpline: call or text 9-8-8, 24 hours a day, 7 days a week.
- For immediate danger or urgent medical support: call 9-1-1

Carleton Resources

- Mental Health and Wellbeing: https://carleton.ca/wellness/
- Health & Counselling Services: https://carleton.ca/health/
- Paul Menton Centre: https://carleton.ca/pmc/
- Academic Advising Centre (AAC): https://carleton.ca/academicadvising/

- Centre for Student Academic Support (CSAS): https://carleton.ca/csas/
- Equity & Inclusivity Communities: https://carleton.ca/equity/

Off Campus Resources

- Distress Centre of Ottawa and Region: call 613-238-3311, text 343-306-5550, or connect online at https://www.dcottawa.on.ca/
- Mental Health Crisis Service: call 613-722-6914 or toll-free 1-866-996-0991, or connect online at http://www.crisisline.ca/
- Empower Me Counselling Service: call 1-844-741-6389 or connect online at https://students.carleton.ca/services/empower-me-counselling-services/
- Good2Talk: call 1-866-925-5454 or connect online at https://good2talk.ca/
- The Walk-In Counselling Clinic: for online or on-site service https://walkincounselling.com

The Centre for Indigenous Support and Community Engagement

The Centre for Indigenous Initiatives is proud to offer culturally centered individual counselling to students who self-identify as First Nation, Metis or Inuk. Through this service, Indigenous students can access confidential, individual sessions for support with personal, mental health or academic challenges.

Department Contact Information

Bachelor of the Humanities 300 Paterson Hall
CollegeOfHumanities@cunet.carleton.ca

Greek and Roman Studies 300 Paterson Hall
GreekAndRomanStudies@cunet.carleton.ca

Religion 2A39 Paterson Hall
Religion@cunet.carleton.ca

Digital Humanities (Graduate) 2A39 Paterson Hall
digitalhumanities@carleton.ca

Digital Humanities (Undergraduate Minor) 300 Paterson Hall
digitalhumanities@carleton.ca

MEMS (Undergraduate Minor) 300 Paterson Hall
CollegeOfHumanities@cunet.carleton.ca