Course Description:

This class in the sequence of Digital Humanities classes builds on the theoretical concepts learned in prior semesters, while focusing more strongly on the practical side of DH through the creation of research-based projects.

The class is largely an exercise in learning new technologies and applying them to critical making, defined as "a kind of pedagogical practice that uses material engagements with technologies to open up and extend critical social reflection" (Hertz 2012). Overall, the class is designed to help scholars get their feet wet with a variety of new tools and use them to get research, collections, and stories out of the archives and into the real world. This might include the use of web pages, content management systems, maps, timelines, audio exhibits, or educational games. In addition, we will be looking at strategies for collaboration, design, and prototyping. Most weeks will follow a "tick & tock" model -- introduction to tools and experimentation one day, then the production of rough prototypes the next.

Objectives:

Students will gain skills in the use of various DH tools and use these tools to create various digital projects, while reflecting critically on needs assessment, user experience, content, design-for-reuse, and accessibility. The goal is to give people an idea of what tools are out there, and which ones might be most applicable to their own field or "flavour" of DH. Much of the class is also figuring out what processes are a good fit for a project or workflow: Kanban? Design Thinking? Agile? Similarly, assignments typically involve a post-mortem component to justify one's choices, involving critical thinking and familiarizing folks with design documents & (by extension) grant proposals.

Texts:

There is no textbook.
Required readings, supplementary material, & documentation will be available on cuLearn

Assignments:

(Please note: further descriptions of assignments and criteria will be distributed in class.)

Tool Tutorial: 15%
> A short (15 min) presentation in class regarding one of the tools we will be using: where it comes from, what it's used for, a short walkthrough, and any tips and tricks for users. Grades based on comprehensiveness, clarity, & utility for end users.

Prototypes: 3@10%: 30%
> Done in groups during class, the prototypes (Exhibits, Mapping, Games) are "quick n' dirty" mock-ups designed to show familiarity with the tools and serve a user need (or tie into one's existing research). They aren't meant to be fancy, but it should be clearly evident how they could be scaled up to form a larger project. Graded based on uniqueness, need, usability, content & f feasibility.

Prototype Follow-ups: 3@5%: 15%
> Due three workdays after the prototypes, these short (2-3p) papers outline contributions to the project, justifications of choices, and lessons learned/future work. They are graded based on argumentation, structure, spelling + grammar, and comprehensiveness.

Final Project & Presentation: 20%
> Due during the final exam period, the project includes a short group presentation broken up into sections and a brief demonstration of the project to the class. The project is based on similar criteria to the Prototypes; the presentation involves similar criteria to the Tool Tutorial.

Final Paper: 10%
> Due immediately following the Final Project Demo, the final paper (4-5p) outlines work done on the project and justifies choices made. Criteria are much the same as the prototype follow-ups.

Participation: 10%
> Based on attendance in class, a willingness to participate in discussions, and constructive user feedback to other presenters + their prototypes.

PLAGIARISM

The University Senate defines plagiarism as "presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one's own." This can include:

- 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;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts or ideas without appropriate acknowledgment in any academic assignment;
- using another's data or research findings;
- failing to acknowledge sources through the use of proper citations when using another's works and/or failing to use quotation marks;
- handing in substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.

Plagiarism is a form of intellectual theft. It is a serious offence that cannot be resolved directly with the course's instructor. The Associate Deans of the Faculty conduct 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 failure of the assignment, failure of the entire course, or suspension from a program. For more information please go to: https://carleton.ca/registrar/academic-integrity/

VII. Requests for 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
Please contact your instructor 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, visit the Equity Services website: https://carleton.ca/equity/contact/form-pregnancy-accommodation/

Religious obligation
Please contact your instructor 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, visit the Equity Services website: https://carleton.ca/equity/focus/discrimination-harassment/religious-spiritual-observances/

Academic Accommodations for Students with Disabilities
If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or pmc@carleton.ca for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC 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 your instructor as soon as possible to ensure accommodation arrangements are made. For more details, visit the Paul Menton Centre Website: **carleton.ca/pmc**

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 its 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/focus/sexual-violence-prevention-survivor-support/

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 must be provided to students who compete or perform at the national or international level. Please contact your instructor 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

Preliminary Schedule

January

6   Introduction; Digital Humanities & Critical Making; Hardware & Software; Presentations

           | DiRT, AlternativeTo, UCLA Tools, Duke DH

8   Processes | Kanban, Agile, Design Thinking

13   Communities of Practice | Slack, Zotero, Trello

15   Design, UX & Interfaces | Paper Prototyping, Basalmiq

20   Virtualization | Virtualbox, Turnkey Linux, AWS

22   Exhibits & Collections | Wordpress, Omeka, Scalar

27   Work Day

29   Exhibits & Collections Projects

February

3   Visualization & Timelines | Neatline, Knight Labs Tools

5   Mapping Tools | Storymap, Worldmap, Google My Maps, (+QGIS)

10   Work Day

12   Mapping Projects

17-21 WINTER BREAK!!!

24   HTML, CSS + JS Basics | Atom

26   Making & Breaking Things | Chrome Dev Tools

March

2	Text Analysis | Voyant, Wordsmith
4	Multimedia - Audio | Audacity, Ardour3
9	Multimedia - Video | Avidemux, Handbrake, Shotcut
11	Games I | Twine + Interlude/Eko
16	Games II |NoTours + ARIS
18	Games III | Game Maker + Stencyl
23	Work Day
25	Game Prototypes
30	5 Minute Madness - Final Project Pitches

April

1	Work Day
6	Work Day + User Feedback

EXAM PERIOD >>   FINAL PROJECT PRESENTATIONS + FOLLOW-UP PAPERS DUE