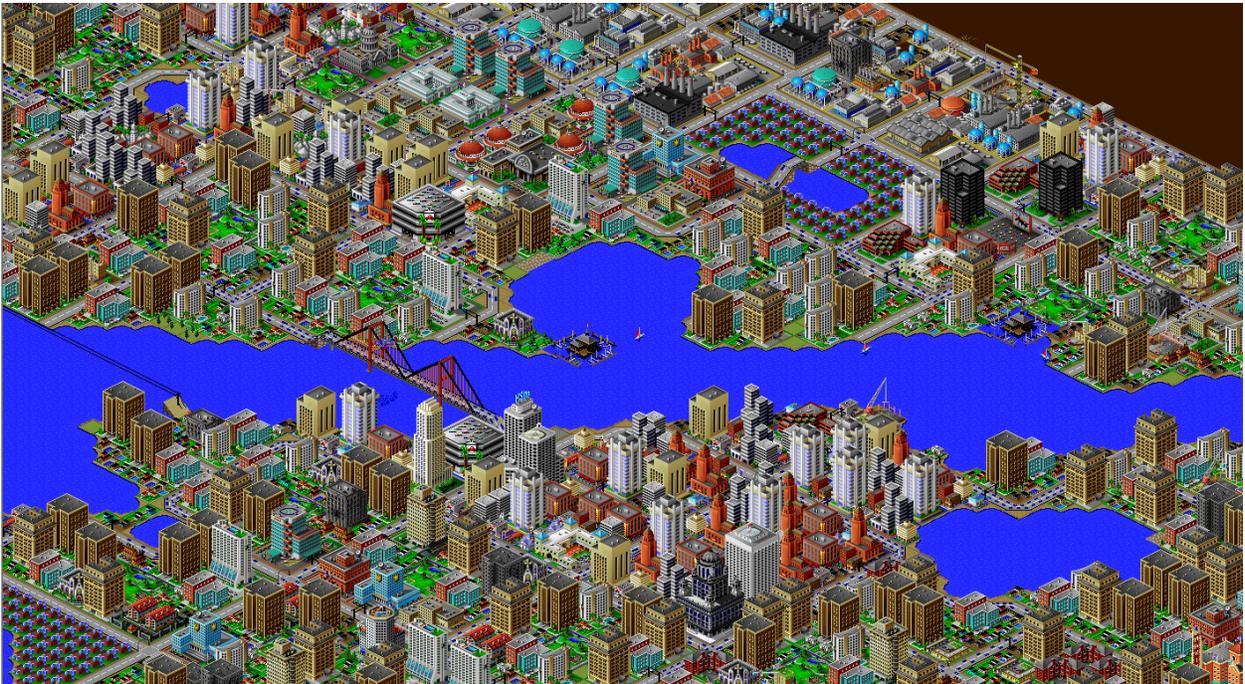# DIGITAL HISTORY

DOCUMENTING ROCHESTER'S URBAN PAST

HIST 326 M|W 3:00-4:15

Instructor: Camden Burd

RIT | Rochester Institute of Technology

Spring 2019
Class Time: Monday and Wednesday, 3:00-4:15
Class Location: Liberal Arts Hall 3244
Office Hours: Monday and Wednesday, from 1:30 – 2:30 I can be found at Java Wally's.

Instructor: Camden Burd
Email: crbgla@rit.edu

Course Description

Computers and their networks have fundamentally altered the ways that history is both produced and consumed. Sources in digital formats simultaneously present opportunities and challenges that force us to rethink what is possible in history. Doing history in a digital age forces us to engage with the issues and opportunities raised by such as topics as digitization and preservation, text mining, interactive maps, new historic methodologies and narrative forms, computational programming, and digital storytelling. In this course, we will investigate the landscape of digital history through an examination of Rochester's rich cultural, social, and economic history. Students will use digital tools to document, collect, and share some aspect of Rochester's history.

Grading

Grades for this course will be determined using the following criteria:

93-100 = A	73-76 = C
90-92 = A-	70-72 = C-
87-89 = B+	67-69 = D+
83-86 = B	63-66 = D
80-82 = B-	60-62 = D-
77-79 = C+	0-59 = F

Grading & Assignments

Attendance (10%): Students are expected to attend every class session. That being said, I understand that life circumstances can influence class attendance. Every student is allowed to miss two class sessions without penalty. However, any absences beyond the designated two will result in the loss of 2% points from the final grade. Once a student misses 5 courses (beyond the aforementioned two) the student will receive zero points for the attendance portion of their grade. If for some reason I am forced to cancel class beyond what is shown on the course schedule, I will reward one absence back to you.

Participation (30%): Because this class is a mixture of lecture, discussion, and in-class exercises, students must come ready to participate. Please come prepared to discuss assigned readings and share your insights, questions, and thoughts about them. Discussion is not optional in this course—it is required. You have important insights and opinions and the entire class benefits from hearing them.

Oral Presentations (30%): Students are required to present two in-class reviews of digital humanities/history projects throughout the semester. The 6-8 minute long presentations require that students critically examine existing digital projects based on course readings and discussions. I will

use the presentations to gauge a student's critical engagement with the course content. Students will receive criteria for each presentation prior to their presentations.

Final Project (30%): As a culmination of the semester, students will work in groups to produce a final project that documents some aspect of Rochester history. Students will demonstrate their expertise by harnessing the methods and tools discussed in class to create an engaging and digital project. More specific criteria will be distributed to the class as the semester progresses.

During this course, you will post work to a publically accessible website. Your work will remain on this site after the end of the course. If you do not wish to make your work public in this way, please contact me before January 23 in order to make other arrangements.

About Collaboration
Working collaboratively is a necessary skill for many fields, but particularly in media-rich fields. The experience of group work can be stressful at times, though. If at any time you are unclear of your role in the group, or feel you are being taken advantage of, please see me immediately.

Classroom Etiquette
This course is a seminar. Seminars operate best in a critical yet respectful environment. Differing opinions in classroom discussions are encouraged. If you happen to disagree with someone else's argument or opinion, please do so in a respectful and courteous manner. Persistent rude or insensitive comments will result in a deduction from your final grade for the course. Harassment of any kind will not be tolerated and will be reported to university officials for review and potential disciplinary action.

Technology Policy
This class focuses extensively on digital tools. As such, computers and other technology will be frequently used. Though we meet in a lab, you should feel free to bring a laptop or other portable screen to class. However, the use of cell phones and smart phones is strictly forbidden during class unless a classroom activity requires their use. ALL digital technology used in class, must be for academic purposes. Occasionally, I may ask you to turn off your devices (such as during class discussion when total attention is required). If the use or misuse of technology becomes an issue during in-class discussions, workshops, and assignments (i.e., checking Facebook, watching Youtube videos, Tweeting, etc.), then I reserve the right to alter the technology policy as I see fit.

Late Work and Missed Assignments
Late work will not be accepted. No exceptions. Any extenuating circumstances should be communicated directly to the instructor as soon as possible. Exam dates and assignment deadlines are made clear at the beginning of the course which means there are few reasonable excuses for missing them.

Academic Honesty
As members of an academic community, students and faculty assume certain responsibilities, one of which is to engage in honest communication. Academic dishonesty is a serious violation of the trust upon which an academic community depends. A common form of academic dishonesty is plagiarism. The representation of another person's work as one's own, or the attempt "to blur the line between one's own ideas or words and those borrowed from another source"—more specifically, the use of an idea, phrase, or other materials from a written or spoken source without

acknowledgment in a work for which the student claims authorship. Examples include: the misrepresentation of sources used in a work for which the student claims authorship; the improper use of course materials in a work for which the student claims authorship; the use of papers purchased online and turned in as one's own work; submission of written work such as laboratory reports, computer programs, or papers, which have been copied from the work of other students, with or without their knowledge and consent. A student can avoid the risk of plagiarism in written work or oral presentations by clearly indicating, either in footnotes or in the paper or presentation itself, the source of any idea or wording that he or she did not produce. Sources must be given regardless of whether the idea, phrase or other material is quoted directly, paraphrased or summarized in the student-writer's own words.

Academic Assistance
This classroom respects and welcomes students of all backgrounds and abilities. I invite you to talk with me about any concerns or situations that may affect your ability to complete your assignments successfully. Additionally, if you have any issues throughout the semester I strongly encourage you to contact the Academic Support Center (ASC). ASC supports students at RIT with services that promote academic success, including course-specific collaborative study groups, study skills counseling, a study skills course, and disability support.

<u>**Course Schedule**</u>

January 14: Course Breakdown & Expectations
   Reading: Syllabus

January 16: The Rise of the Digital Humanities
   Reading: Matthew Kirschenbaum, "What Is Digital Humanities and What's It Doing in English Departments?," *Debates in the Digital Humanities* (2012)
   Reading: Patrick Svensson, "Beyond the Big Tent," *Debates in the Digital Humanities* (2012)

January 21: MARTIN LUTHER KING JR. DAY - NO CLASS

January 23: Approaches to Digital History
   Reading: Stephen Robertson, "The Differences between Digital Humanities and Digital History," *Debates in the Digital Humanities* (2016)
   Reading: Cameron Blevins, "Digital History's Perpetual Future Tense," *Debates in the Digital Humanities* (2016)

January 28: Getting Started in Digital History
   Reading: Roy Rosenzweig and Daniel Cohen, *Digital History: A Guide to Gathering, Preserving, and Presenting the Past on the Web*, "Introduction," "Exploring the History Web," "Getting Started," and "Becoming Digital"

January 30: Thinking About Design in Digital History
   Reading: Rosenzweig and Cohen, "Designing for the History Web," "Building an Audience," and "Collecting History Online"

February 4: Access, Inclusion, & Diversity
> *Reading:* George H. Williams, "Disability, Universal Design, and the Digital Humanities," *[Debates in the Digital Humanities](#)* (2012).

February 6: First Review of Digital History Projects in Class

February 11: Meet with Humanities and DHSS Librarians/Brainstorm Session

February 13: Project Introduction
> *Reading:* Excerpt from Blake McKelvey, *Rochester on the Genesee: The Growth of a City* (1993).

February 18: Text Encoding and Networks
> *Reading:* Christopher N. Warren, et al., "[Six Degrees of Francis Bacon: A Statistical Method for Reconstructing Large Historical Social Networks](#)."
> David J. Birnbaum, [An Even Gentler Introduction to XML](#)

February 20: Digital Documentary Editing
> *Guest Lecturer:* Eric Loy

February 25: Data Management & Data Visualization
> *Guest Lecturer:* James Rankine

February 27: Data Visualization Sandbox
> *RAWGraphs* and *Tableau*

March 4: Digitization, Preservation, & Recovery
> *Guest Lecturer:* Helen Davies

March 6: Video Games
> *Reading:* Adam Chapman, "[Privileging Form Over Content: Analysing Historical Videogames](#)"
> *Play:* Walden: A Game

March 11: NO CLASS SPRING BREAK

March 13: NO CLASS SPRING BREAK

March 18: Wikipedia Edit-a-thon
> *Guest Lecturer:* Rebekah Walker

March 20: Mapping History
> *Reading:* Anne Kelly Knowles, "Introduction," in *Placing History: How Maps, Spatial Data, and GIS are Changing Historical Scholarship*

March 25: Mapping History
> *Guest Lecturer:* Blair Tinker

March 27: Turn in Annotated Bibliographies and Discuss Class Project

April 1: Photogrammetry and 3D Modeling
    Guest Lecturers: Joshua Romphf & Jim Barbero

April 3: Second Review of Digital History Projects

April 8: GROUP WORK IN LAB

April 10: GROUP WORK IN LAB

April 15: GROUP WORK IN LAB

April 17: Project Preservation and Issues of Conservation in the Digital Humanities

April 22: GROUP WORK IN LAB

April 24: GROUP WORK IN LAB

April 29: LAST DAY OF CLASS, ALL GROUP WORK DUE FOR PRESENTATIONS