



FOAR705

Digital Humanities

S1 Day 2016

Dept of Modern History, Politics & International Relations

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Disclaimer

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General Information

Unit convenor and teaching staff

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W6A 510

Friday 1pm (but see 'Consultation Hours' below)

Lecturer

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W6A 510

Friday 1pm (but see 'Consultation Hours' below)

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Credit points

4

Prerequisites

Admission to MRes

Corequisites

Co-badged status

Unit description

This unit explores cross-disciplinary approaches to research that fall under the rubric of 'digital humanities', the aim of which is to use technological tools to solve domain problems. We will begin by asking what forms digital humanities research takes, specifically how digital humanities approaches can help answer particular research questions. Since the digital humanities include such a wide range of approaches, students will learn how to frame questions, find appropriate tools and solutions, acquire the knowledge required to deploy those solutions, and present results in an accessible way.

Topics covered by the course include:

- Defining 'digital humanities'
- Overview of major approaches and tools
- Framing questions
- Selecting appropriate approaches
- Finding and learning appropriate tools
- Managing data
- Project management
- Digital presentation and visualisation
- Digital outreach and social media
- Digital publication and data sharing

This unit is cross-disciplinary, introducing approaches used by or useful for research in (e.g.) history, archaeology, language and literature, anthropology, sociology, cultural studies, political science, etc. Students are encouraged to bring their own disciplinary perspectives to the course, and will explore how their own research can benefit from digital methods.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

On successful completion of this unit, you will be able to:

Identify useful digital approaches and apply them to your research, integrating these approaches into your MRES thesis planning.

Imagine, scope, and implement new approaches to your research in collaboration with technologists, developing the ability to translate between the domains of humanists and technologists in the process.

Characterise and critique the digital cultures associated with the open source and hacker movements.

Discerningly utilise web services / applications and social media tools to enhance your academic career.

Learn how to discover and learn new digital tools.

Analyse and assess the concept of 'digital humanities'.

General Assessment Information

General Assessment Information

Unit Requirements and Expectations

You are all HDR students undertaking an MRes-level postgraduate seminar at a research university with an international reputation. As such, we expect a high level of commitment, diligence, and engagement.

Students must achieve an overall mark of 50% or above to complete this unit satisfactorily. A mark of less than 70, however, represents cause for serious concern in an HDR program.

Assignment submission

All written work will be submitted digitally, using a platform we will determine early in the unit (probably not iLearn). Feedback will be provided using the same platform.

Please ensure that others can understand and contextualise your assessment submissions (e.g., who you are, what issue you are addressing, what you are arguing).

Extensions and Special Considerations

All weekly work is due by noon the day before seminar.

Likewise, the DH proof-of-concept major project is due by noon the day before the final seminar in Week 13.

Please avoid asking for extensions as missing deadlines complicates the work of markers and puts you behind. If you have to ask for an extension, please request it before the deadline, and only request the extension if you face serious crises that can be documented in some way (e.g. with a medical certificate). 'Getting behind with your work' or 'I ran out of time' are not excuses.

Special Consideration Policy http://www.mq.edu.au/policy/docs/special_consideration/policy.html

Applying for Special Consideration Students applying for Special Consideration circumstances of three (3) consecutive days duration, within a study period, and/or prevent completion of a formal examination must submit an on-line application with the Faculty of Arts. For an application to be valid, it must include a completed Application for Special Consideration form and all supporting documentation.

The online Special Consideration application is found at: http://www.arts.mq.edu.au/current_students/undergraduate/admin_central/

Extensions can only be granted in exceptional cases and may only be sought in consultation with the unit convenor and with support of documentary evidence. If you anticipate any difficulty in meeting assigned due dates then it is important that you contact the course's convenor as early as possible.

Please avoid asking for extensions as missing deadlines complicates the work of markers and puts you behind. If you have to ask for an extension, request it before the deadline, 'Getting behind with your work' or 'I had other deadlines' do not count.

Written assessment tasks submitted after the due date without good reasons will be penalised by a deduction of **2% per day** (including weekends) of the mark gained. ***After five days, a mark of 0% will be assigned.***

Written assessment tasks submitted without proper referencing, i.e. little or no page numbers or no bibliography will receive an automatic fail.

Marking Rubric

Your DH Proof-of-concept will be assessed using a rubric, which will be made available to you ahead of time.

Assessments

- 1. MRes thesis proposal and DH Proof-of-concept.** A proof-of-concept DH implementation advancing your provisional thesis project.
- 2. Weekly short writing.** Each week you will respond briefly (maximum 500 words) to readings or digital artefacts related to DH and/or digital culture.
- 3. Information technology implementation and reflection.** Each week you will teach yourself a new digital tool, collectively recording the process and reporting on the experience.

Assessment Tasks

Name	Weighting	Due
DH Enhancement of Research	60%	Week 13
Weekly short writing	20%	Weekly (weeks 1-10)
IT implementation & reflection	20%	Weekly (weeks 1-10)

DH Enhancement of Research

Due: **Week 13**

Weighting: **60%**

Your principal task for the semester is to develop a proof-of-concept implementation of one or more DH approaches in support of a (provisional) MRes thesis proposal. As such, you will need to develop a working proposal, identify and select appropriate tools and techniques, learn the necessary tools, and implement them on a small scale to demonstrate their viability (or rule out their usefulness). Finally, you will critically reflect on the process and results, charting a way forward as you continue your MRes. The rest of the unit supports this assessment.

Note that simply using software to manipulate digital objects (i.e., using office productivity, image / video editing, or other consumer software in an ad hoc manner) is insufficient for this task. You must develop an approach that enhances or transforms your research - and be able to explain how it does so.

Due by noon the day before the final seminar in Week 13.

On successful completion you will be able to:

- Identify useful digital approaches and apply them to your research, integrating these

approaches into your MRES thesis planning.

- Imagine, scope, and implement new approaches to your research in collaboration with technologists, developing the ability to translate between the domains of humanists and technologists in the process.

Weekly short writing

Due: **Weekly (weeks 1-10)**

Weighting: **20%**

Each week you will write a review of or response to one or more readings, online resources, or other digital artefacts. General guidelines will be distributed at least a week in advance, but you have discretion over the content of your response. Each response must be completed before seminar and will serve as a starting-point for discussion. Maximum 500 words per week (do not go over). Due by noon the day before the seminar.

On successful completion you will be able to:

- Identify useful digital approaches and apply them to your research, integrating these approaches into your MRES thesis planning.
- Characterise and critique the digital cultures associated with the open source and hacker movements.
- Discerningly utilise web services / applications and social media tools to enhance your academic career.
- Analyse and assess the concept of 'digital humanities'.

IT implementation & reflection

Due: **Weekly (weeks 1-10)**

Weighting: **20%**

Each week you will complete discrete tasks using digital tools. Work in groups to learn the tools, but by the end you should all have individually completed the task. You will be provided with some general guidance, but not given specific instructions. You will collectively find the help you need online and work together to complete the implementation, building your capacity to learn new tools in the process. As you undertake the task - whether you are successful or not - collectively record the process (to help you repeat it later), successes, difficulties, and frustrations you experienced, and we will debrief during the next seminar. You will be provided with a shared space for this journal; collectively you only have to work out and record the process once, and your commentary on the process can also be a joint effort.

On successful completion you will be able to:

- Identify useful digital approaches and apply them to your research, integrating these approaches into your MRES thesis planning.

- Imagine, scope, and implement new approaches to your research in collaboration with technologists, developing the ability to translate between the domains of humanists and technologists in the process.
- Discerningly utilise web services / applications and social media tools to enhance your academic career.
- Learn how to discover and learn new digital tools.

Delivery and Resources

Unit structure

For the first half of the semester, each weekly seminar is divided into three parts:

1. Digital humanities
2. Digital culture
3. Digital tools

Each week you will respond to or review readings or digital artefacts relating to digital humanities and/or digital culture, along with general guidelines to direct your weekly short writing. For the more practical 'digital tools' activity, you will be assigned a task to complete with minimal instruction from us (but plenty of online resources). In seminar, we will discuss the digital humanities / digital culture readings or artefacts, and debrief about your experience with the week's digital tools.

In the second half of the semester, we will collaboratively decide what to pursue in more depth, and you can suggest what tools we should explore. .

Digital humanities and digital culture readings (including online resources or other digital artefacts)

This class is small, and intended to address your research needs. As such, readings about digital humanities and digital culture will be assigned responsively on a week-by-week basis so that we can respond to your interests and needs.

Digital tools

As with the readings, tasks involving digital tools will also be assigned responsively on a week-by-week basis, so that we can shape the course to suit your needs.

NB: All weekly activities must be complete and available online by noon the day before seminar.

Unit Schedule

Week	Dates	Digital humanities reading	Digital culture reading	Short writing	Digital task	Thesis proposal
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1	29 Feb - 06 Mar	<p>Look at several mature Digital Humanities projects. Choose one for review.</p> <p>Lists of possible projects can be found in other Digital Humanities course outlines (e.g., at Emory or Virginia Tech), and elsewhere online.</p>	<p>Verner Vinge, Rainbow's End</p> <p>For seminar, consider:</p> <ul style="list-style-type: none"> • What is 'education' in a digital age? • How does physical space matter to the "online" world and what are the research implications of infrastructure? 	<p>In no more than 500 words, review a digital humanities project of your choice. The form and content of this review is up to you, but you might one to consider one or two of the following questions as a starting point (do not try to answer them all - less is more!).</p> <ul style="list-style-type: none"> • Why did the author(s) instantiate this project as a digital project instead of using a more traditional medium? What about this project makes it "DH"? • What does this project tell us about its subject that a 'traditional' research project could not? • What are the strengths of the project? • What are the shortcomings of the project? • How could the project be improved? <p>Remixed from: Quinn Warnick (2015). 'Analysis of a Digital Humanities Project'.</p>	<p>Develop a professional, academic web presence / social media plan.</p> <p>Resources to get you started:</p> <p>Write a Social Media Plan (gov.au)</p> <p>Prepare a Social Media Plan (uchicago.edu)</p> <p>Social Media Strategy for Higher Education (slideshare)</p>
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2	07-13 Mar	<p>Revisit your Digital Humanities projects, and examine what infrastructure they use.</p> <p>Next, browse some DH publications and find / read at least two scholarly articles discussing DH infrastructure.</p>	<p>Eric S Raymond, essays:</p> <ul style="list-style-type: none"> • A Brief History of Hackendom • The Cathedral and the Bazaar • Homesteading the Noosphere • The Magic Cauldron • The Revenge of the Hackers <p>Code, v2. By Lessig.</p> <p>For seminar, consider:</p> <ul style="list-style-type: none"> • How do universities interact with the Hacker ethos? • What are the advantages and disadvantages of linux (any distro) in the university setting? • What obstacles to adoption does OSS software and the OSS ethos face in academia? 	<p>As you examine your chosen DH projects, record what sort of software infrastructure they run on (the types of software as well as the specific packages / libraries used). Note whether this software is proprietary or open source.</p> <p>Consider your projects, the articles you have read, and ESR's essays. In no more than 500 words, consider one or two of the following questions:</p> <ul style="list-style-type: none"> • Why are some academic projects successful with their infrastructure choices and what differentiates them from failed projects? • Why do so many DH projects use OSS tools? • Might you want to use OS software? Why, and in what cases, would / should you use proprietary software? 	<p>Establish your own working environment infrastructure and document your choices in context of common choices from your discipline:</p> <ul style="list-style-type: none"> • Mint or Ubuntu or a cloud instance on NeCTAR: your choice of OSS distro. (Describe your preferred interaction methods) • Writing Environment <ul style="list-style-type: none"> ◦ Google Drive? ◦ LibreOffice? ◦ Vim? ◦ Sublime Text? ◦ GitHub? • Analysis environment <ul style="list-style-type: none"> ◦ Google drive? ◦ DBMS? ◦ LibreOffice? ◦ Linux command line tools? • GitHub (how would you use a dvcs in your research and writing?) • Tools appropriate to your discipline • Data integrity (backup solutions to protect against data loss on any machine you work on.) <p>(Further details in Week 01)</p>	<p>Thesis topic and rough outline.</p>
3	14-20 Mar	<p>Remaining classes are contingent upon student needs and interests - we will begin discussions about them in class during Week 01.</p>				
4	21-27 Mar					
5	28 Mar - 03 Apr					
6	04-10 Apr					

Break	11-24 Apr	Enjoy your break (but get caught up!)				
7	25 Apr - 01 May					
8	02-08 May					
9	09-15 May					
10	16-22 May					
11	23-29 May					
12	30 May - 05 June					
13	06-12 June					Thesis proposal due (12 June)

Learning and Teaching Activities

MRes thesis proposal and DH Proof-of-Concept

The goal of this course is to accelerate and improve your own research (and other aspects of your academic life) through the judicious application of technology. As such, the centrepiece of the course will be your development of a proof-of-concept implementation of one or more digital tools of your choice in support of a provisional MRes thesis proposal.

DH and digital culture readings and artefacts

Each week you will receive readings (which may include online resources or digital artefacts), relating to digital humanities and/or digital culture (especially open-source / hacker culture and responses to it, but also including speculative fiction and other artefacts of technological culture). You will respond to or review these readings or digital artefacts, and we will discuss them in seminar.

Digital tool tasks (group work)

Each week you will also be assigned a task to accomplish with selected digital tools. One of the major objects of this course is for you to learn how to discover and learn new tools. As such, we will provide minimal instruction, but you have recourse to a variety of online resources to guide you. You can, and should, work in (virtual or RL) groups on these tasks. You will also be given a

shared space to jointly record the process of implementation so that you can repeat it later if it proves useful, and write about your experience (especially any frustrations you have!). We will discuss successes and problems in seminar.

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

New Assessment Policy in effect from Session 2 2016 http://mq.edu.au/policy/docs/assessment/policy_2016.html. For more information visit http://students.mq.edu.au/events/2016/07/19/new_assessment_policy_in_place_from_session_2/

Assessment Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Complaint Management Procedure for Students and Members of the Public http://www.mq.edu.au/policy/docs/complaint_management/procedure.html

Disruption to Studies Policy http://www.mq.edu.au/policy/docs/disruption_studies/policy.html *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/student_conduct/

Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit ask.mq.edu.au.

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)

- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

PG - Capable of Professional and Personal Judgment and Initiative

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

Learning outcome

- Discerningly utilise web services / applications and social media tools to enhance your academic career.

Assessment tasks

- Weekly short writing
- IT implementation & reflection

Learning and teaching activities

- Each week you will also be assigned a task to accomplish with selected digital tools. One of the major objects of this course is for you to learn how to discover and learn new tools. As such, we will provide minimal instruction, but you have recourse to a variety of online resources to guide you. You can, and should, work in (virtual or RL) groups on these tasks. You will also be given a shared space to jointly record the process of

implementation so that you can repeat it later if it proves useful, and write about your experience (especially any frustrations you have!). We will discuss successes and problems in seminar.

PG - Discipline Knowledge and Skills

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

Learning outcomes

- Identify useful digital approaches and apply them to your research, integrating these approaches into your MRES thesis planning.
- Imagine, scope, and implement new approaches to your research in collaboration with technologists, developing the ability to translate between the domains of humanists and technologists in the process.
- Analyse and assess the concept of 'digital humanities'.

Assessment tasks

- DH Enhancement of Research
- Weekly short writing

Learning and teaching activities

- The goal of this course is to accelerate and improve your own research (and other aspects of your academic life) through the judicious application of technology. As such, the centrepiece of the course will be your development of a proof-of-concept implementation of one or more digital tools of your choice in support of a provisional MRes thesis proposal.
- Each week you will receive readings (which may include online resources or digital artefacts), relating to digital humanities and/or digital culture (especially open-source / hacker culture and responses to it, but also including speculative fiction and other artefacts of technological culture). You will respond to or review these readings or digital artefacts, and we will discuss them in seminar.

PG - Critical, Analytical and Integrative Thinking

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based

critique of practice and theory.

This graduate capability is supported by:

Learning outcomes

- Identify useful digital approaches and apply them to your research, integrating these approaches into your MRES thesis planning.
- Imagine, scope, and implement new approaches to your research in collaboration with technologists, developing the ability to translate between the domains of humanists and technologists in the process.
- Characterise and critique the digital cultures associated with the open source and hacker movements.
- Learn how to discover and learn new digital tools.
- Analyse and assess the concept of 'digital humanities'.

Assessment tasks

- DH Enhancement of Research
- Weekly short writing
- IT implementation & reflection

Learning and teaching activities

- The goal of this course is to accelerate and improve your own research (and other aspects of your academic life) through the judicious application of technology. As such, the centrepiece of the course will be your development of a proof-of-concept implementation of one or more digital tools of your choice in support of a provisional MRes thesis proposal.
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problems in seminar.

PG - Research and Problem Solving Capability

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

Learning outcomes

- Identify useful digital approaches and apply them to your research, integrating these approaches into your MRES thesis planning.
- Imagine, scope, and implement new approaches to your research in collaboration with technologists, developing the ability to translate between the domains of humanists and technologists in the process.
- Learn how to discover and learn new digital tools.

Assessment tasks

- DH Enhancement of Research
- IT implementation & reflection

Learning and teaching activities

- The goal of this course is to accelerate and improve your own research (and other aspects of your academic life) through the judicious application of technology. As such, the centrepiece of the course will be your development of a proof-of-concept implementation of one or more digital tools of your choice in support of a provisional MRes thesis proposal.
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experience (especially any frustrations you have!). We will discuss successes and problems in seminar.

PG - Effective Communication

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

Learning outcomes

- Imagine, scope, and implement new approaches to your research in collaboration with technologists, developing the ability to translate between the domains of humanists and technologists in the process.
- Discerningly utilise web services / applications and social media tools to enhance your academic career.

Assessment tasks

- DH Enhancement of Research
- Weekly short writing

Learning and teaching activities

- The goal of this course is to accelerate and improve your own research (and other aspects of your academic life) through the judicious application of technology. As such, the centrepiece of the course will be your development of a proof-of-concept implementation of one or more digital tools of your choice in support of a provisional MRes thesis proposal.

PG - Engaged and Responsible, Active and Ethical Citizens

Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues

This graduate capability is supported by:

Learning outcomes

- Characterise and critique the digital cultures associated with the open source and hacker movements.

- Discerningly utilise web services / applications and social media tools to enhance your academic career.
- Analyse and assess the concept of 'digital humanities'.

Assessment task

- Weekly short writing

Learning and teaching activity

- Each week you will receive readings (which may include online resources or digital artefacts), relating to digital humanities and/or digital culture (especially open-source / hacker culture and responses to it, but also including speculative fiction and other artefacts of technological culture). You will respond to or review these readings or digital artefacts, and we will discuss them in seminar.
- Each week you will also be assigned a task to accomplish with selected digital tools. One of the major objects of this course is for you to learn how to discover and learn new tools. As such, we will provide minimal instruction, but you have recourse to a variety of online resources to guide you. You can, and should, work in (virtual or RL) groups on these tasks. You will also be given a shared space to jointly record the process of implementation so that you can repeat it later if it proves useful, and write about your experience (especially any frustrations you have!). We will discuss successes and problems in seminar.

Changes from Previous Offering

This is a new course, and will be modified in future based on your feedback.

Consultation Hours

Consultation hours will be offered at 1PM in W6A 510 (or by appointment (or arrangement during class) at another suitable venue involving food or drink) except on days when that time conflicts with Ancient History Department Meetings.

- After Class W6A 510 4-March
- After Class W6A 510 11-March
- After Class W6A 510 25-March
- After Class W6A 510 1-April
- After Class W6A 510 8-April
- After Class W6A 510 29-April
- After Class W6A 510 6-May
- After Class W6A 510 13-May

- After Class W6A 510 20-May
- After Class W6A 510 27-May
- After Class W6A 510 10-June

Getting technical help

In this unit, we are asking you to 'learn how to discover and learn' digital tools. As such, many of your weekly 'IT implementation' assignments will come with few or no instructions *from us*. Rest assured, however, that *instructions and help are available*.

With that in mind, do not contact us with technical questions until you have completed - and documented - the following process:

1. Avail yourself all help provided of the creators of the tool or technology.
2. Search online (including the Stack Exchange Network, YouTube, etc.)
3. Ask your classmates.

If you are still unsuccessful after going through this process, then you should:

1. *Replicate* the error or failure (don't just try once!).
2. Document *exactly* where and how your implementation failed, including any errors, in your 'reflection'.

We will review failures and errors before class, and either contact you or (more likely) walk you through the problem in class.