STS-UY 2454W [20240]: Digital Humanities
12:30 to 2:20 pm, Tuesdays and Thursdays, Room RH 602
Department of Technology, Culture and Society
New York University Tandon School of Engineering
Fall 2016

Instructor
Dr. Christopher Leslie
chris.leslie@nyu.edu, (646) 997-3130
5 MetroTech Center (Dibner Building), LC 131

Office Hours
I’ll be available from 1 to 2 pm on Mondays and 11 am to noon on Thursdays. If these times are not convenient, contact me to make an appointment.

Prerequisite
Students must have completed EXPOS-UA 1 (or equivalents) before taking this course.

Course Description
This course considers the field of the digital humanities in broad outline as well as from the perspective of Science and Technology Studies. What are the humanities? What new opportunities do digital technologies bring to the humanities, and also what values from the analog humanities should be preserved? How can we build on what others have done in this field, and does what others are doing support what we expect and need from the humanities as a society? What insights might we gain from the mixture of digital media and the humanities? At Tandon, we have the opportunity to consider these questions from a technical standpoint, in addition to the viewpoint of people outside the profession, and finally as innovators.

Objectives
This semester you will learn about:
• Issues raised by modern technology and the conditions under which innovation blossoms
• Differences between analog and digital humanities, and what they might gain or lose after going digital
• Key concepts from STS that can enhance our understanding of the digital humanities, as well as the work of foundational thinkers in the field
• Producing academic writing that demonstrates an understanding of how science and technology shape society in historical, philosophical, sociological, cultural, and/or technical ways; uses specific examples or evidence; and draws well-founded conclusions
• Documenting your work product by organizing successive drafts; techniques for style and revision
• Using the business model canvas as a thinking tool

Structure
Most class time is devoted to lectures about course topics and discussion of the reading material. This course is designated as writing intensive, which means that there will be a number of informal writing assignments, some class time will be devoted to writing instruction, revision of your writing based on comments from the instructor and your classmates is required, and writing will count for a significant portion of your grade.

Readings
You must purchase: A New Companion to Digital Humanities edited by Susan Schreibman and Ray Siemens (Blackwell 2016). The earlier (2004) edition does not have the reading assignments you will need. Other assignments will be found online and in NYU Classes (http://newclasses.nyu.edu). Let me know well in advance of class if you have any trouble locating a required reading.
Grading

Class components are weighted as follows:

- Research paper: 15%
- Quizzes, presentations, exercises: 20%
- Portfolio: 20%
- Exams (15% each): 45%

Letter grade equivalents are:

- A: 90–100 (90–94 = A-)
- B: 80–89 (87–89 = B+, 80–82 = B-)
- C: 70–79 (77–79 = C+, 70–72 = C-)
- D: 60–69 (67–69 = D+); F: <60

Requirements

Accommodations: If you are a student with a disability who is requesting accommodations, please contact New York University’s Moses Center for Students with Disabilities at (212) 998-4980 or mosescsd@nyu.edu. You must be registered with CSD to receive accommodations. Information about the Moses Center can be found at http://www.nyu.edu/csd/. The Moses Center is located at 726 Broadway on the 2nd floor.

Attendance: On-time attendance for the entire class period is mandatory; students who miss more than four classes automatically fail. Missing fewer than twenty minutes of class counts as one-third of an absence (arriving late, departing early, leaving the room). Missing more than twenty minutes counts as an absence. Doctor’s notes are not necessary. Please do not consider the maximum of four absences to mean that you have some sort of vacation days; if you can, you should attend every class.

Attentiveness: Please pay attention during class and avoid behaviors that distract others. Do not eat, drink, or sleep during class. You should not use electronic devices, such as cell phones or laptops, at all. Do not hold side conversations; if someone tries to talk to you during class, tell the person to speak to you after class. Do not bring visitors without advance permission.

Examinations: There are three exams during our regular class meetings. They consist of short answer and essay questions. Each is closed book.

Exercises: In-class writing and preparatory exercises for the papers and to explore writing lessons are required. Overall, they do not count for a large of your grade, so you are free to explore new ideas.

Honesty: Please be advised that I take the University policy about academic dishonesty seriously and will punish cheating or plagiarism (passing off other people’s ideas as your own) by awarding a grade of “F” for the course and referring cases to Student Affairs for further action.

Papers: You will write and revise two papers for the class (one that is at least 1,000 words or at least 3 pages and a second research paper that is about 4,000 words or at least 12 pages). Each part must be uploaded to NYU Classes and scanned by Turnitin on time; late papers will receive a grade of zero. You must document your sources in MLA or Chicago author-date style, both in the text of the paper and at the end in your works cited section. Note that, according to NYU policy, I cannot accept papers emailed to me; for this reason, leave plenty of time before a deadline. If you are having trouble uploading your paper to Turnitin, contact the Help Desk at (212) 998-3333 for assistance.

Participation: There is no grade for participation. I encourage you to participate so that the course discussions reflect your interests. If you are the kind of person who participates often, I encourage you to make a space for others who are shyer. If you tend not to participate, I encourage you to take some space.

Portfolio: The portfolio consists of revised quizzes, revised papers, a writing checklist, a cover letter, and a résumé. I will give you feedback on a portfolio check during the semester.

Preparation: According to New York State guidelines, a student should spend at least two hours to prepare for each hour in class. Thus, for this four-credit course, you can expect to spend at least eight hours per week outside of class getting ready for class. Please plan accordingly so that you can read thoroughly, write carefully, and reflect thoughtfully.

Quizzes: There will be unannounced quizzes on the reading assignments and course lessons. You may consult your own handwritten notes, but not books or printouts, for these quizzes. If you miss a quiz due to lateness or absence, you shall receive a zero.
Safe Space: To maximize each student’s learning potential, this course is conducted in accordance with the principles of a safe space. One aspect of a safe space is tolerance: students should feel free to try out new ideas and express themselves without worrying that anyone will judge them instead of their ideas. In addition to tolerance, students must consider different opinions so that they may learn from each other. Students must act respectfully toward all people in the classroom and respect their privacy, especially regarding ideas in discussions or papers. Students should feel free to remind offenders of their right to be treated with respect, and if they find themselves being reminded they should accept the words as constructive criticism.

How to Do Well

1. **Be on time.** At the start of class, you will notice that I provide a preview of what is coming up and also answer questions. If you regularly miss these first minutes, you will start to feel the uncomfortable sensation that you do not know what is going on. Keep in mind that trains, subways and busses usually take much longer than they “should,” so plan accordingly. Being late once is ok; it happens to everyone. If you are always late, then you are doing something wrong.

2. **Ask questions.** Please raise your hand at the beginning of class or during a presentation. It does little good to whisper to the person next to you; instead, feel free to ask me for clarification. Also, use office hours or write an e-mail message for additional information.

3. **Take notes,** even if I am not writing on the board. Taking notes helps you stay focused on the material we are studying. Note taking also serves another purpose: it helps you to get used to writing about the course materials in your own words. Because the evaluation in this course is written, taking notes is valuable practice (and good exercise for your writing muscles!). There is no need to write down everything I say, but make sure you take down interesting ideas and connections to the course themes. Go over your notes after class to fill in the gaps.

4. **Read actively.** Prepare by reading the assignment for the day carefully before class. Mark key phrases and passages that have to do with the ideas in the course. Take notes like you are preparing a laboratory notebook – write down what you think is important, with examples, and prepare questions you want to ask.

5. **Work proactively.** Start an assignment when it is assigned, not when the deadline is looming. It sometimes takes a little bit of time wondering about an assignment before you make progress, and there are often times that you need guidance. If you wait until the last moment to get started, you cannot negotiate these hurdles adequately.

6. **Prepare for emergencies.** Things often go wrong during the semester; there are always computer problems and unfortunately there are family emergencies as well. It is important to plan for the unexpected by making backup copies and to be ready to hand in a paper or assignment well in advance of the deadline in case there is an unexpected calamity that will prevent you from using the last days before a deadline.

Bibliography
I am likely to refer to these standard reference books during the semester.


- - - - - - - - . Writing Machines. Cambridge, MA: MIT P, 2002.


Tentative Schedule

Part 1: The Humanities

Tuesday, Sept. 6  Institutions and Genres

Groups: Literature, History, Painting, Book, Museum, Library

Thursday, Sept. 8  Habermas, from The Structural Transformations of the Public Sphere


Presentations on Literature, History, and Painting

Thursday, Sept. 15  Allington, Brouillette, and Golumbia, “Neoliberal Tools (and Archives): A Political History of Digital Humanities”

Presentations on Book, Museum, and Library
Part 2: The Digital


*Deadline: Institutions and Genres canvas due*

Thursday, Sept. 22  Kenderdine, “Embodiment, Entanglement, and Immersion in Digital Cultural Heritage”

Tuesday, Sept. 27  Jorgensen, “The Internet of Things”

*Deadline: First Paper Due*

Thursday, Sept. 29  Edmond, “Collaboration and Infrastructure”

Tuesday, Oct. 4  Exam 1

Part 3: Innovation

Thursday, Oct. 6  McCarty, “Becoming Interdisciplinary”

(Presentation on Montfort)

Tuesday, Oct. 11  Jones, “New Media and Modeling: Games and the Digital Humanities”

(Presentation on Rettberg)

Thursday, Oct. 13  Johanson, “Making Virtual Worlds”

(Presentations on Hughes et al. and Lawless et al.)

Tuesday, Oct. 18  Price, “Social Scholarly Editing”

(Presentation on Kirschenbaum)

*Deadline: Portfolio check with updated quizzes, writing checklist, résumé, and revised paper*

Part 4: Analysis

Thursday, Oct. 20  Presner and Shepard, “Mapping and the Geospatial Turn”

(Presentations on Flanders and Jannidis, and Drucker)


(Presentation on Sinclair and Rockwell, and Sperberg-McQueen)

*Deadline: Project canvas due*

Thursday, Oct. 27  Jockers and Underwood, “Text-Mining and the Humanities”

(Presentation on van Zundert)
Tuesday, Nov. 1  
Pierazzo, “Textual Scholarship and Text Encoding”  
(Presentation on Shep)  
*Deadline: Preliminary Proposal: Title, Background, Rationale, and Description*

Thursday, Nov. 3  
McGann, “Marking Texts of Many Dimensions”  
(Presentations on Clement and Burgoyne et al.)

Tuesday, Nov. 8  
Presentations

Thursday, Nov. 10  
Presentations

Tuesday, Nov. 15  
Exam 2

**Part 5: Dissemination**

Thursday, Nov. 17  
Terras, “Crowdsourcing in the Digital Humanities”  
(Presentations on Ruecker and Kilbride)  
*Deadline: Revised proposal with bibliography and outline*

Tuesday, Nov. 22  
Fitzpatrick, “Peer Review”  
(Presentation on Ramsay)

**Part 6: Future Work**

Tuesday, Nov. 29  
McPherson, “Why Are the Digital Humanities So White” (see link)  
(Presentation on Prescott)

Thursday, Dec. 1  
(Presentation on Svensson)  
*Deadline: In-class peer review of papers*

Tuesday, Dec. 6  
Mandell, “Gendering Digital Literary History: What Counts for Digital Humanities”  
(Presentation on Thomas)  
*Deadline: Final portfolio with draft of final paper*

Thursday, Dec. 8  
Warwick, “Building Theories or Theories of Building? A Tension at the Heart of Digital Humanities”

Thursday, Dec. 15  
Exam 3

Tuesday, Dec. 20  
Revised Paper Due