**ROML501 Introduction to Digital Humanities for Romance Languages, Cultures and Heritage Studies**

**Instructor:** Dr. Lucia Binotti (Prof. Binotti) **Office Location:** Dey 334 **Office Hours:** TBD **Email:** lbinotti@email.unc.edu Technology and project Consultants at [HSL](http://arvr.web.unc.edu/), at [DIL](http://digitalinnovation.web.unc.edu/) and at [KSL](https://library.unc.edu/science/)| **Course Website:** TBD

**Course Description** This course is an introduction to the Digital Humanities, its methods, theories, and applications in humanistic research as it pertains to the Romance languages, their cultures and heritage. Thus, it is designed primarily for graduate students and advanced undergraduates in Romance Studies or related humanities fields and covers a variety of digital tools and approaches to organize, explore, understand, present and tell stories with data from the Romance worlds. In this course, you will learn how to reverse engineer DH projects to understand how they were built; identify, use, and discuss the advantages and disadvantages of different tools and methodologies; develop strong humanistic research questions that can be answered through digital research methods; conduct original research; and build a collaborative digital project. You will also learn how to organize and clean data, develop charts, use basic text analysis tools to explore qualitative data, create spatial visualizations and 3D models, and work in virtual and augmented reality environments. Often the best digital humanities projects are the result of collaboration, so you will learn how to work effectively and efficiently in teams as you build project management skills. Each unit will guide you through the development, analysis, and application of the skills listed under the course learning goals. In each unit, you will also critique examples of research projects that employ the methods and/or tools that you are learning.

This course meets once a week for one hour and a half of interactive lectures and one hour of smaller lab sections; additional group work outside of the allocated class time will be necessary. We will discuss ways to organize in- person meetings, as well as ways to stay on track through virtual simultaneous and asynchronous group work. No prior experience is necessary, and there are no prerequisites.

**Course Learning Goals** In this class, you will learn how to:

• organize and manipulate structured data;

• create digital maps;

• create data visualizations;

• create network graphs;

• create websites and use content-management systems;

• undertake sophisticated humanities research;

• speak, think, and write critically about the epistemological biases and affordances of all of these methods and tools;

• imagine other possibilities for humanities scholarship.

**Required Texts**

All of the readings listed in the Course Schedule are inked from this Syllabus, Readings that are **not** linked here can be found in the **Course ONEDRIVE** under the week for which they are assigned.

**Recommended Texts** Kate L. Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations*, 9th Ed. (University of Chicago Press, 2016).

**Assignments: Please note that no late work will be accepted.** (See FAQs link below for explanation.)

**Assignments Due Dates Links to Assignment Guidelines**

11:59pm Friday, Aug. 29 Project Analysis Google Form

11:59pm Friday, September 4 **On ONEDRIVE:** Technical Self-Assessment

11:59pm Friday, September 4 1 per team: Team roles & communication

11:59pm Friday, September 11 1 per team Dataset Selection

11:59pm Friday, October 2 **On ONEDRIVE:** 1 per team: Data Critique

11:59pm Friday, October 9 **On ONEDRIVE:** 1 per team: Research Questions 1-3

11:59pm Friday, October 23 **On ONEDRIVE:** 1 per team: Bibliography

11:59pm Friday, October 30 **On ONEDRIVE:** 1 per team: Annotated Bibliography

11:59pm Friday, November 6 **On ONEDRIVE:** 1 per team: Project Charter

11:59pm Friday, November 13 **On ONEDRIVE:** Individual Reflective Essay 1

11:59 Friday, November 20 **On ONEDRIVE:** 1 per team: Project Snapshot

11:59pm Friday, December 4 **On ONEDRIVE:** Final Individual Reflective Essay

**8:00am** Friday, December 11 **On ONEDRIVE:** 1 per team: Final Project Link and html files

**Grading** In-class assignments 10% Attendance & Participation 10% Team Assignments 20% Individual Reflection Essays 15% Final Presentation 15% Project 20% Final White Paper 10%

**For additional information, please see the FAQs page:** TBD

**Writing Assistance at the UNC** The [Writing Center](https://writingcenter.unc.edu/) The UNC-Chapel Hill Writing Center helps students become stronger, more flexible writers. Work with our coaches face-to-face or online at any stage of the writing process, for any kind of writing project. And check out their online resources for tips about many common writing challenges.

**Documentation and Plagiarism** Plagiarism is the use of another’s ideas or words as if they were your own. Any ideas, information, or language that comes from other people needs to be documented using MLA citation guidelines. We will discuss how to do this in class, but if you ever have a question about when or how to document your sources and you can’t determine what’s proper on your own, please consult Purdue University’s Online Writing Lab (http://owl.english.purdue.edu/owl/resource/747/01/) or ask me. The university requires that all instances of plagiarism be reported to the Dean of Students for disciplinary action. Any instance of plagiarism can be cause for failure of the course. In addition, plagiarism can result in academic probation, suspension, or expulsion from UNC.

**Counseling and Psychological Services (CAPS)** We all face times when life is particularly challenging, and we need someone to talk to or additional support to cope with stress, grief, and other issues that crop up. Counseling and Psychological Services (CAPS) is here to support your mental health needs as you pursue your academic goals. Follow this link to learn more about their services: <https://caps.unc.edu/>

**Accessibilities Resources and Services** Students needing academic accommodations based on a disability should contact the [Accessibilities Resources and Services Office](https://ars.unc.edu/) (ARS). When possible, students should contact the ARS within the first two weeks of the term as reasonable notice is needed to coordinate accommodations.

**Title IX Information** Title IX prohibits gender discrimination, including sexual harassment, domestic and dating violence, sexual assault, and stalking. If you have experienced sexual harassment or sexual violence, you can receive confidential support and advocacy at [SAFE at UNC](https://safe.unc.edu/), the main portal at [UNC-Chapel Hill](http://unc.edu/) for resources and information about [discrimination](https://safe.unc.edu/learn-more/prohibited-behaviors/discrimination/), [harassment](https://safe.unc.edu/learn-more/harassment/), [sexual violence](https://safe.unc.edu/learn-more/prohibited-behaviors/sexual-violence-exploitation/), [interpersonal violence](https://safe.unc.edu/learn-more/prohibited-behaviors/interpersonal-violence/), and [stalking](https://safe.unc.edu/learn-more/prohibited-behaviors/stalking/). UNC-CH is one of 33 institutions taking part in the AAU Campus Climate Survey on Sexual Assault and Sexual Misconduct. [Learn more about the survey](https://safe.unc.edu/ourvoice/).

In addition, Counseling and Psychological Services (CAPS) provides confidential counseling to all students and can be reached 24/7 at 919-966-3658.

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**Course Schedule**

*Please know that all of my classes are responsive to student needs, which means that some of the readings listed below may change. For the most up-to-date reading and assignment schedule see the live syllabus on ONEDRIVE.*

**Week 1, Aug. 24 INTRODUCTION** Course Introduction

Links for Class

Introduction to the course, its materials, and requirements.

Getting to Know You - Google Form

**LAB 1: What is a DH project?**

Links for Class Assignment

• [Romanesque Spain](https://www.romanesquespain.com/)

• [Dreams of Dalí](file:///Users/luciotta/Documents/Digital%20Humanities/Digital%20Pedagogy/New%20course%20in%20DH/exhibit)

• [Mapping the Republic of Letters](http://republicofletters.stanford.edu/)

• [Black Central Europe](https://blackcentraleurope.com/)

Friday Aug 28 Assignment, Project Analysis Form

**Week 2, Aug 31 What is/are the humanities and digital humanities?**

Reading Assignment: Anne Burdick, et. al., Eds., *Digital\_Humanities* (Cambridge: The MIT Press, 2012), chapter 1. **(On ONEDRIVE – under Week 2)**

Images from [*Cartographies of Time*](http://humnviz.blogs.bucknell.edu/files/2015/08/Cartographies-of-Time-Ch4.pdf)

**Data, Power, and Silence – The non-English DH**

Readings: Michel-Rolph Trouillot, *Silencing the Past: Power and the Production of*

*History* (2015), chapter 1. **(On ONEDRIVE – under Week 2)**

Thomas Padilla, “[Engaging Absence](http://www.thomaspadilla.org/2018/02/26/engaging-absence/),” blog (26 February 2018).

**LAB 2: Project Management**

Assignment Friday Sept. 4 **On ONEDRIVE:** Technical Self-Assessment

Links for Class Team Roles & Communication: TBD

**Week 3, Sept 14 Crafting Good Research Questions – For the Romance Languages**

Readings Kate L. Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations*, 9th Ed. (Chicago: University of Chicago Press, 2003), chapters 1-2.

Matthew L. Jockers, “Metadata,” in *Macroanalysis: Digital Methods & Literary History* (University of Illinois Press, 2013), chapter 5.

Scott Weingart, “[DH quantified](http://scottbot.net/dh-quantified/),” and [Argument Clinic](http://scottbot.net/category/method/) blog. **Scroll down to this section and read through: the intro, 1.) “I have data. Now what?” and 2.) “Computationally Tractable Questions.”**

**LAB 3 Datasets (per language)**

Assignment Sept 18, DataSet Selection

**Week 4, Sept 21 File Formats, Metadata, and Ethics** Readings

National Information Standards Organization, "[What is Metadata](https://www.lter.uaf.edu/metadata_files/UnderstandingMetadata.pdf)?" (Bethesda, MD: NISO Press, 2004). Focus on pages 1 through 18.

Bernard Marr, “[What is Data Democratization? A Super Simple Explanation and the Key Pros and Cons,](https://www.forbes.com/sites/bernardmarr/2017/07/24/what-is-data-democratization-a-super-simple-explanation-and-the-key-pros-and-cons/#1f54b91c6013)” *Forbes.com* (24 July 2017).

Joseph Yannielli, “[The Long Goodbye](https://dev-digitalhistories.pantheonsite.io/2015/12/18/the-long-goodbye/).” *Digital Histories @ Yale* (2015).

**LAB 4: Cleaning data** Reading

Trevor Munoz, “[Refining the Problem: More Work with NYPL’s Open Data, Part Two](http://trevormunoz.com/notebook/2013/08/19/refining-the-problem-more-work-with-nypl-open-data-part-two.html)” (2013). (

**Breve**: [hdlab.stanford.edu/breve/](http://hdlab.stanford.edu/breve/)

**Week 5, Sept. 28 Visualizing Data** Readings Assignment

Lisa Otty and Tara Thomson, “Data Visualization and the Humanities,” *Research Methods for Creating and Curating Data in the Digital Humanities* (Edinburgh University Press, 2016), **Chapter 6**.

Nathan Yau, [*Data Points: Visualization that Means Something*](https://msucreativecomp.files.wordpress.com/2016/08/data_points.pdf)(Indianapolis: John Wiley & Sons, Inc., 2013), **Chapter 1**.

**Data & Design** Readings Look through *[Data + Design: A Simple Introduction to Preparing and](http://orm-atlas2-prod.s3.amazonaws.com/pdf/13a07b19e01a397d8855c0463d52f454.pdf)*

*[Visualizing Information](http://orm-atlas2-prod.s3.amazonaws.com/pdf/13a07b19e01a397d8855c0463d52f454.pdf)*[.](http://orm-atlas2-prod.s3.amazonaws.com/pdf/13a07b19e01a397d8855c0463d52f454.pdf)

Nathan Yau, *Data Points*, **Chapters 2-3.**

Lisa Charolotte Rost, /, “[An Alternative to Pink and Blue](https://blog.datawrapper.de/gendercolor),” *Datawrapper* (10 July 2018).

**Lab 5: Visualizing data in 3D**

**3Data:** <https://3data.io/>

October 2 Assignment1: Data Critique; Assignment 2: Research Question1

**Week 6, Oct 5 Problematizing Data Visualization**

Assignment: How might a humanist respond to this [representation of the data lifecycle](https://catsy.com/blog/organize-digital-assets/)? What insight does this give you about your own process for the team project?

**Mapping**

**LAB 5:** [**Mapping with Palladio**](http://hdlab.stanford.edu/palladio)

**Problematizing Mapping** Reading Assignment

David Turnbull, [Maps Are Territories: Science Is an Atlas](http://territories.indigenousknowledge.org/): A Portfolio of Exhibits. University of Chicago Press ed. Chicago: University of Chicago Press, 1993. Read Exhibits 1-6 and 10.

**Analyzing Sources** Readings Kate Turabian, “Engaging Sources,” *Manual for Writers*, **Chapter 4.**

Nathan Yau, [*Data Points*](https://msucreativecomp.files.wordpress.com/2016/08/data_points.pdf), **Chapters 4-5.**

**LAB 6: Project Work**

In Class: Exploratory Data Visualization

October 9 assignment: Research Questions 2-3

**Week 7, October 12 Network Analysis**

Readings Scott Weingart, "[Demystifying Networks, Parts I & II](http://journalofdigitalhumanities.org/1-1/demystifying-networks-by-scott-weingart/)," *Journal of*

*Digital Humanities* 1:1 (Winter 2011)

Michael Sommer, “Texture of empire: Personal networks and the modus operandi of Roman hegemony,” in *Sinews of Empire*, edited by H. F. Teigen & E. H. Seland (Oxford: Oxbow Books, 2017: 85-93

**Project:** Ryan Cordell and David Smith, [*Viral Texts: Mapping Networks of Reprinting in 19th-Century Newspapers and Magazines*](https://viraltexts.org/)(2017)

No Assignment on October 16

**Week 8, October 19 Problematizing Network Analysis**

Readings Mia Ridge, “[Network Visualizations and the ‘So what?’ Problem](http://www.openobjects.org.uk/2016/06/network-visualisations-problem/),” *Open*

*Objects*, blog. (11 June 2016).

Kate Turabian**, Chapters 5-6**.

Argument section from Wendy Laura Belcher, *Writing Your Journal Article in 12 Weeks* (Sage Publications, 2009), 82-92.

**LAB 7: Network Visualization with** [**Prospect**](https://prospect.unc.edu/)

[Sample projects](https://prospect.unc.edu/sample-projects/) in Prospect

October 23 Assignment: Bibliography

**Week 9, October 26 Text Analysis**

Readings

Dawn Archer, “Data Mining and Word Frequency Analysis,” in *Research Methods for Reading Digital Data in the Digital Humanities* (Edinburgh: Edinburgh University Press, 2016), 72-92.

Tim Hitchcock and William J. Turkel, “[The Old Bailey Proceedings, 1674–1913: Text Mining for Evidence of Court Behavior](http://sro.sussex.ac.uk/id/eprint/66000/3/Text%20Mining%20the%20OBP.pdf),” *Law and History Review* 34, no. 4 (November 2016), 929-955.

Caleb McDaniels, [Measuring Document Similarity and Comparing Corpora](http://digitalhistory.blogs.rice.edu/2014/03/17/measuring-document-similarity-and-comparing-corpora/) Digital History@Rice blog, posted March 17, 2014.

Eva Portelance, “[How Cultural Capital Works: Prizewinning Novels, Bestsellers, and the Time of Reading](http://post45.research.yale.edu/2016/05/how-cultural-capital-works-prizewinning-novels-bestsellers-and-the-time-of-reading/)”*. Post45*, blog. (5 October 2016).

**LAB 8: Data mining with** [**Voyant**](https://voyant-tools.org/)

October 30 assignment: Annotated Bibliography

**Week 10, Nov 2 Close and Distant Reading**

Reading: Franco Moretti “[Conjectures on World Literatures](https://msu.edu/course/eng/320/johnsen/moretti.pdf)” *New Left Review* 1, 2000: 54-68

Stéfan Sinclair and Geoffrey Rockwell, “[Now Analyze That! Comparing](http://hermeneuti.ca/now-analyze-that)

[the Discourse on Race](http://hermeneuti.ca/now-analyze-that)," *Hermeneutica: Computer-Assisted Interpretation in the Humanities* (MIT, 2016), Chapter 6.

S.Janicke et al. “[On Close and Distant Reading in Digital Humanitie: A Survey and Future Challenges](https://www.informatik.uni-leipzig.de/~stjaenicke/Survey.pdf)” in R. Borgo, F. Ganovelli and I. Viola (Eds.) *Eurographics Conference on Visualization*, 2015.

November 6 assignment: Project charter

**Week 11, November 9 Gamification**

Reading**:** Stéfan Sinclair and Geoffrey Rockwell, **“**[Name Games: Analyzing Game Studies](http://hermeneuti.ca/name-games)” *Hermeneutica: Computer-Assisted Interpretation in the Humanities* (MIT, 2016), Chapter 8.

Mike Sell, “[Why Video Games (Should) Matter to the Humanities](http://iblog.iup.edu/thisprofessorplays/2018/06/10/why-videogames-should-matter-to-the-humanities/).” msell blog (June 10, 2018).

[Unity for Humanity](https://unity.com/humanity)

**Lab 9** [**Learn Unity**](https://unity.com/learn)

November 13 Assignment: Individual reflective Essay 1

**Week 12, Nov 16 A Little Coding**

Reading Assignment Paul Ford, "[What is Code?](https://www.bloomberg.com/graphics/2015-paul-ford-what-is-code/)", *Bloomberg*, June 11, 2015.

**Intro to Web Design** Reading Kate Turabian, chapters 9-11.

Sue Jenkins, [Design Aesthetics for Web Design](https://www.lynda.com/Design-Techniques-%20tutorials/Welcome/506078/539532-4.html) **Chapters 1-3**. *Login with your UNC account or sign up for a free 30-day trial* ***and cancel****.*

**Lab 10 Design your project website**

November 20 assignment: Project Snapshot

**Week 13 November 23 Spatial Computing**

Reading: Bret Victor, “[The Future of Programming](https://www.lynda.com/Design-Techniques-%20tutorials/Welcome/506078/539532-4.html)” YouTube (July 9, 2013)

Bret Victor, “[The Humane Representation of Thought](file:///Users/luciotta/Documents/Digital%20Humanities/Digital%20Pedagogy/New%20course%20in%20DH/Closing%20keynote%20at%20the%20UIST%20and%20SPLASH%20conferences%2C%20October%202014.)” Closing keynote at the UIST and SPLASH

conferences, October 2014.

ViHart “[The Art of Research](http://vihart.com/)” webpage

**Lab 10** [**MagicLeap**](https://www.magicleap.com/)

November 27 assignment: Shopping!

**Week 14, November 30 Project Work**

**Friday December 4 Final Individual Reflective Essay Due**

**Monday, Dec 11 Final Project Due | Celebration!**