

Schedule and Links for MVHC 2015 | *Teaching Digital History*

Jason Heppler, Stanford University

<http://jasonheppler.org>

[@jaheppler](#)

Schedule

1. Introduction
2. What is digital history?
3. Overview of [my digital history course](#)
 - a. Goals
 - b. Class structure
 - c. Projects and assignments
 - i. Group vs. individual projects
 - ii. Born-digital project in lieu of a research paper
4. Discussion
 - a. Digitally-inflected, digitally-centered, hybrid
 - b. Student technical skills
 - i. [Sample survey](#) from Caleb McDaniel (Rice)
 - ii. [Another sample survey](#) from Lincoln Mullen (George Mason)
 - c. Using digital tools in the classroom
 - i. Single tool vs. toolbox
 - d. Finding the right sources/projects/approaches
 - e. Partnerships
5. Workshop your own classes (in small groups)
 - a. How would you create a digital history class? Or, how would you add digital projects to one of your classes?
 - b. Discuss priorities/goals
 - c. By the end try to have a:
 - i. Course or project title
 - ii. Key goals (2-3)
 - iii. Major assignment and/or project and/or structure for the course
 - iv. Decision on individual vs. group projects
 - v. Brief justification for why your department/school needs this project/class.
6. Conclude

bit.ly/mvhc-digital

[Survey](#)

Session Links (Add your own at the bottom)

1. Examples of digital history courses:
 - a. [History of American Technology & Culture](#) (Jeff McClurken)
 - b. [History of the Information Age](#) (Jeff McClurken)
 - c. Clio Wired [1](#), [2](#), and [3](#) (George Mason; Sharon Leon, Paula Petrik, and Lincoln Mullen)
 - d. [Teaching and Learning History in the Digital Age](#) (Mills Kelly)
 - e. [The Digital Past](#) (Sharon Leon)
 - f. [The Digital Past](#) (Lincoln Mullen)
 - g. [Digital History Methods](#) (Caleb McDaniel)
 - h. [Visualizing Evidence](#) (Zephyr Frank)
 - i. [Digital History](#) (Jason Kelly)
 - j. [Undergrad/Grad courses](#) offered at University of Nebraska-Lincoln
 - k. [Digital History @ Ball State](#) (Douglas Seefeldt)
 - l. [Introduction to Public History](#) (Anne Whisnant)
 - m. [South Lake Union Stories](#) (Margaret O'Mara)
 - n. [Graduate Interdisciplinary Readings Seminar in Digital Humanities](#) (William G. Thomas)
 - o. [The American Experience in World War II](#) (Kent Blansett)
2. Digital History: Sources, Methods, Problems -- HIST 205F (my course)
 - a. [Fall 2014 course site and syllabus](#)
 - b. Toolkit:
 - i. [Gephi](#)
 - ii. [Palladio](#)
 - iii. [Google Earth](#)
 - iv. [Open Refine](#)
 - v. [Voyant](#)
 - vi. [MALLET](#)
 - c. Class projects:
 - i. [What is environmental impact? The evolution of topic in English-language environmental life cycle assessment journal articles, 1995-2014](#)
 - ii. [Blighted Modernity: Mapping Shantytowns in Park Chung Hee's Seoul, 1963-66](#)
 - iii. [Silicon Valley Meets Wall Street](#)
 - iv. [Women in CS at Stanford](#)
 - v. [Silicon Valley, according to the New York Times](#)
 - d. [My blog post](#) reflecting on the course

1. Discussion links

- a. Jeff McClurken's *ProfHacker* posts on [Student Contracts for Digital Projects](#) and [Students as Tech Mentors](#)
 - b. [History Harvest](#) from William Thomas and UNL that allows classes to go into their community to collect, digitize, and curate local primary source materials.
 - c. [Blog Consent Form](#) from Caleb McDaniel's classes
 - d. Megan O'Neil, "[Confronting the Myth of the 'Digital Native'](#)," *Chronicle of Higher Education*, April 21, 2014
 - e. [Syllabi from Douglas Seefeldt and William Thomas](#) at the Digital History Project
 - f. [Curated Syllabi](#) from Scott Weingart
1. Articles relevant to teaching a digital history class
 - a. Jeremy Boggs, [Three Roles for Teachers using Technology](#)
 - b. Brian Croxall, [Teaching Digital Humanities](#)
 - c. Amy Cavender, Integrating a Digital Project into a Class ([Part 1](#) & [Part 2](#))
 - d. Tanya Clement, [Digital Literacy for the Dumbest Generation – A Working Bibliography of Undergraduate Programs Inflected by the Digital Humanities in 2010](#)
 - e. Leslie Madsen-Brooks, [Students as Curators](#)
 - f. [Writing History in the Digital Age](#), edited by Kristen Nawrotzki and Jack Dougherty
 - i. Kathryn Tomasek, [The Wheaton College Digital History Project: Undergraduate Research in a Local Collection](#)
 - ii. Tom Harbison and Luke Waltzer, [Towards Teaching the Introductory History Course, Digitally](#)
 - iii. Adrea Lawrence, [Learning How to Write Traditional and Digital History](#)
 - g. [Hacking the Academy](#), edited by Dan Cohen and Tom Scheinfeldt
 - i. Boone Gorges, [On the Communal v. the Individual Student Voice](#)
 - ii. Mills Kelly, [You Were Warned](#)
1. Tools
 - a. Digital Publishing Tools
 - i. WordPress
 - ii. Omeka
 1. Jeff McClurken, "[Teaching and Learning with Omeka: Discomfort, Play, and Creating Public, Online, Digital Collections](#)," *Learning Through Digital Media* (2011)
 - iii. Google Sites
 - b. Geography & Geospatial Visualization Tools
 - i. Google Maps
 - ii. Google Earth
 - iii. Neatline
 - iv. WorldMap
 - v. QGIS

c. Research/Bibliographic Tools

- i. Zotero
- ii. Others
 - 1. EndNote
 - 2. RefWorks
 - 3. Mendeley

d. Data Visualization Tools

- i. Wordle
- ii. Palladio
- iii. Voyant
- iv. Mallet
- v. Paper Machines
- vi. Gephi
- vii. Tiki-Toki

e. Collaborative Writing Tools

- i. Google Drive
- ii. Wikis

Add your own links that come out of our workshop:

-

Have you created a digital class that isn't listed above? Add a link to your course site/syllabus here:

- Jeff Wells, [History 495/895: Introduction to digital history](#)
- Jeff Wells, [History 848: Introduction to digital history](#)

Share your ideas for a digitally enabled course:

-