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## **INFO 657-01: Digital Humanities I Spring 2020**

Class Hours: Thursdays, 6:30p – 9:20p  
Office Hours: By appointment  
Credits: 3  
Prerequisites: None  
Location: PMC 612

### **COURSE DESCRIPTION**

This course examines the history, theory, and practice of digital humanities, paying special attention to the ways in which digital humanities are transforming research, disciplines, and even the academy itself. Topics include contrasts and continuities between traditional and digital humanities; tools and techniques used by digital humanists; the processes of planning, funding, managing, and evaluating digital humanities projects; ways in which the digital humanities impact scholarly communication and higher education; and the special roles of libraries and information professionals in this growing movement.

### **COURSE GOALS + LEARNING OUTCOMES**

The goals of this course are to:

- explore various theoretical and applied perspectives on the digital humanities
- develop familiarity with a wide range of digital humanities projects, methods, and tools
- build skills in planning, developing, and evaluating digital humanities projects

By the end of this course, students will be able to:

- critically discuss digital humanities in light of current theories and methods
- explain how digital humanities methods and practices are applied in different disciplines
- conduct basic digital humanities research and research-supporting activities
- facilitate digital humanities work at various levels and stages

### **REQUIRED TEXTS**

Required readings are either openly available online or provided through Pratt's Learning Management System (LMS) via [lms.pratt.edu](https://lms.pratt.edu).

## COURSE WEBSITE AND ONLINE GROUPS

All students enrolled in the course have access to course materials on Pratt's Learning Management System (a Moodle installation) available at [lms.pratt.edu](https://lms.pratt.edu). Please make sure you know how to access and use the LMS. Also, please note that the LMS sends messages to your Pratt email address. If you do not use your Pratt account, please use webmail to forward your Pratt email to another account.

This course will require students to create an online account with [hypothes.is](https://hypothes.is) and [Slack](https://slack.com). We will use Hypothesis to annotate selected readings in a closed group as an enhancement to class discussion. The course Slack site is a semi-public space (accessible only to the professor and those enrolled in the class) to chat informally about readings and assignments, share resources and professional development opportunities.

Final projects for the course will be represented publicly, in full or in part, on Pratt's DH site: [studentwork.prattsi.org/dh](https://studentwork.prattsi.org/dh).

## COURSE FORMAT

This course is a survey of the digital humanities, which includes presentations, workshops, and discussion. Each student is required to read the articles assigned on a weekly basis before the session for which they are assigned. Each class will be devoted to discussion of the required readings for that week, as well as student work and related exercises.

## ASSIGNMENTS

Your grade in the course is based on the following assignments:

Discussion Leader	10%
Fieldwork	10%
Classwork	20%
DH Project Dossier	20%
Final Project	40%

### Discussion Leader (10%)

Each week we will have a mix of theoretical and practice-based readings and project reviews. Once in the semester each student will prepare and lead a class discussion on the readings for that week. This is an opportunity to develop your oral presentation and instruction skills. You will be responsible for synthesizing major themes in the readings, connecting them to previous class discussions, and posing generative questions to the class.

### Fieldwork (10%)

Throughout the semester, each student will participate in at least three professional development opportunities in the digital humanities and report back to the class on their activities. Examples of relevant activities include: completing one or more volunteer "editor-at-large" shifts at DHNow and/or dh+lib; attending local lectures on DH topics; attending workshops; or completing online tutorials for digital tools.

**Classwork (20%)**

Each week will include in-class assignments and activities related to the readings or technologies addressed. Respectful and thoughtful engagement with peers during these activities is expected.

**DH Project Dossier (6-8 pages, 20%)**

**Due: March 12** (week 8)

Students will select, in consultation with the professor, a digital humanities project for which they will build a dossier of contextual materials. The dossier should take the form of an annotated bibliography and include: published reviews (formal and informal) of the project; related academic articles (either discussing the project in detail or citing the project substantively); list of relevant technologies and source materials; list of project participants/credits; any other relevant materials that help place a project in its disciplinary and methodological contexts.

**Final Project (choose one, 40%)**

**Due: May 10** (week 15)

Each student will complete one of the following assignments; detailed guidelines for completion will be distributed in class. All work should be discussed with the professor before work begins.

- *Project Review* — Building on your DH project dossier, write a scholarly project review (~3,000-6,000 words) critiquing a digital humanities project and modeled on the examples presented in class. The review should include: summary of project argument/goals; disciplinary context; methodological critique; identification of strengths and weaknesses; discoverability and preservation assessment. An abstract of the review will be posted publicly on [studentwork.prattsi.org/dh](http://studentwork.prattsi.org/dh).
- *Research Experiment and Report* — Complete a small research experiment that addresses a clearly framed humanities question using one or more digital methods or tools. Write a short report (~2,000–3,000 words) detailing the questions, background literature, methodology, results, and future directions to be included on [studentwork.prattsi.org/dh](http://studentwork.prattsi.org/dh).
- *DH Resource* — Create a digital humanities resource that does one or more of the following: teach beginners an important, useful, or interesting technology skill; explain how software/tools can be used for a specific purpose; present a template/recipe for a particular type of DH study; compare/review existing resources; explain the methodology behind a tool or technique. The resource may be primarily recorded as an audiovisual skillshare (with written component, min. 500 words) or written as an instructional blog post or tutorial. Resources will be hosted and shared openly on [studentwork.prattsi.org/dh](http://studentwork.prattsi.org/dh).

**GRADING**

All assignments are due on the date indicated. Grading criteria will be circulated in advance.

Late work will not be accepted without prior approval by the professor. **If you need an extension, please contact me at least 24 hours in advance.** Students with health conditions or no-fault hardships are strongly encouraged to notify the professor immediately to discuss their work plan.

**Pratt's grading scale:**

Superior work:	A 4.0 (96-100)	A- 3.7 (90-95)	
Very good work:	B+ 3.3 (87-89)	B 3.0 (83-86)	B-2.7 (80-82)

Marginally satisfactory: C+ 2.3 (77-79) C 2.0 (73-76)  
Failed: F 0.0 (0-72)

## PORTFOLIO WORK

Work completed for this course may be included in your portfolio. For more information on each program's portfolio requirements, please visit the program's respective webpage:

MS Library & Information Science: Portfolio - <http://bit.ly/prattmslisportfolio>

MS Information Experience Design: Portfolio - <http://bit.ly/prattmsixdportfolio>

MS Data Analytics and Visualization: Portfolio - <http://bit.ly/prattmsdavportfolio>

MS Museums and Digital Culture: Portfolio - <http://bit.ly/prattmsmdcportfolio>

Also, you are encouraged to meet with your advisor about including projects in your portfolio.

## POLICIES

### Attendance

The success of our class relies on your regular attendance and reliable participation. Please show up prepared to engage constructively and respectfully with your peers. If you must be absent, please notify me in advance. **If you miss a session, be sure that you complete the readings and submit any assignments, consult your classmates or the professor about the discussion, and (as always) demonstrate your knowledge of previous readings in later sessions.**

Students are allowed two individual absences for any reason; no documentation is required. Upon a third or fourth absence, your grade will be lowered by one mark (i.e., from A to A-) for each absence. For each additional absence (fifth or more), it will be lowered one additional whole letter grade. Please note that a grade of C- is considered failing at the graduate level. Students who encounter long-term health issues should provide documentation to the Office of Health and Counseling and discuss their options with the professor.

For more information on Pratt Institute's Attendance Policy, please visit <http://bit.ly/prattattendance>.

### Academic Integrity Code

Academic integrity at Pratt means using your own and original ideas in creating academic work. It also means that if you use the ideas or influence of others in your work, you must acknowledge them. For more information on Pratt's Academic Integrity Standards, please visit <http://bit.ly/prattacademicintegrity>.

### Students with Disabilities and Accessibility

Pratt Institute is committed to the full inclusion of all students. If you are a student with a disability and require accommodations, please contact the Learning/Access Center (L/AC) at LAC@pratt.edu to schedule an appointment to discuss these accommodations. Students with disabilities who have already registered with the L/AC are encouraged to speak to the professor about accommodations they may need to produce an accessible learning environment.

Requests for accommodation should be made as far in advance as reasonably possible to allow sufficient time to make any necessary modifications to ensure the relevant classes, programs, or activities are readily accessible. The Learning/Access Center is available to Pratt students, confidentially, with additional resources and information to facilitate full access to all campus programs and activities and provide support related to any other disability-related matters.

For more information, please visit <http://www.pratt.edu/accessibility/>.

### **Human Rights, Equity, BERT, and Title IX**

Pratt Institute seeks to provide an environment that is free of bias, discrimination, and harassment. If you have been the victim of harassment, discrimination, bias, or sexual misconduct, we encourage you to report this.

If you inform me (your professor) of an issue of harassment, discrimination or bias, or sexual misconduct I will keep the information as private as I can, but I am required to bring it to the attention of the institution's Title IX Coordinator. You can access Title IX services by emailing [titleix@pratt.edu](mailto:titleix@pratt.edu). You can also speak to someone confidentially by contacting our non-mandatory reporters: Health Services at 718-399-4542, Counseling Services 718-687-5356 or Campus Ministries 718-596-4840.

In cases of Bias, this information may go to our Bias Education & Response Taskforce (BERT). You can contact BERT by either reaching out directly via [bert@pratt.edu](mailto:bert@pratt.edu) or by contacting the BERT Co-Chair and Title IX Coordinator, Dr. Esmilda Abreu.

For more information, please refer to the Community Standards webpage: <http://bit.ly/prattcommunitystandards>.

### **Revisions to the Syllabus**

While this syllabus provides a reliable framework for the course, including readings and assignments, it is subject to change pending notice in class and on LMS.

### **ACKNOWLEDGMENTS**

The design of this course was informed by DH course reading lists generously shared by colleagues, including Chris Sula, Nickoal Eichmann-Kalwara, Kristen Mapes, John Russell, and Patrick Williams.

## COURSE SCHEDULE + READINGS

This is a tentative outline of topics, readings, and assignments. On occasion, I may add, delete, or substitute topics or readings. Changes will be announced in class and posted to LMS; no printed updates will be given.

### WEEK DATE TOPICS + READINGS

#### INTRODUCTION

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- |   |      |  |
|---|------|--|
| 1 | 1/23 | <b>Introduction</b> <ul style="list-style-type: none"> <li>• Posner, Miriam. "How Did They Make That?" <i>Miriam Posner's Blog</i>, August 29, 2013. <a href="http://miriamposner.com/blog/how-did-they-make-that/">http://miriamposner.com/blog/how-did-they-make-that/</a></li> <li>• Nowviskie, Bethany. "The Digital in the Humanities: An Interview with Bethany Nowviskie." Interview by Melissa Dinsman, <i>Los Angeles Review of Books</i> (May 9, 2016). <a href="https://lareviewofbooks.org/article/digital-humanities-interview-bethany-nowviskie/">https://lareviewofbooks.org/article/digital-humanities-interview-bethany-nowviskie/</a></li> <li>• Alvarado, Rafael C. "The Digital Humanities Situation," in <i>Debates in the Digital Humanities</i>, edited by Matthew K. Gold. Minneapolis: University of Minnesota Press, 2012. <a href="http://dhdebates.gc.cuny.edu/debates/text/50">http://dhdebates.gc.cuny.edu/debates/text/50</a></li> <li>• Varner, Stewart. "What DH Could Be." <i>Stewart Varner</i> (blog), January 20, 2019. <a href="https://stewartvarner.com/2016/01/what-dh-could-be/">https://stewartvarner.com/2016/01/what-dh-could-be/</a></li> <li>• Sweeney, Miriam. "How to Read for Grad School." <i>Miriam Sweeney</i> (blog), June 20, 2012. <a href="https://miriamsweeney.net/2012/06/20/readforgradschool/">https://miriamsweeney.net/2012/06/20/readforgradschool/</a></li> </ul>  |
| 2 | 1/30 | <b>The Digital and the Humanities</b> <ul style="list-style-type: none"> <li>• Drucker, Johanna. "Humanistic Theory and Digital Scholarship" in <i>Debates in the Digital Humanities</i>, edited by Matthew K. Gold. Minneapolis: University of Minnesota Press, 2012. <a href="http://dhdebates.gc.cuny.edu/debates/text/34">http://dhdebates.gc.cuny.edu/debates/text/34</a></li> <li>• Risam, Roopika. "Beyond the Margins: Intersectionality and the Digital Humanities." <i>Digital Humanities Quarterly</i> 9, no. 2 (2015). <a href="http://www.digitalhumanities.org/dhq/vol/9/2/000208/000208.html">http://www.digitalhumanities.org/dhq/vol/9/2/000208/000208.html</a></li> <li>• Spiro, Lisa (2012). "This is Why We Fight: Defining the Values of the Digital Humanities" in <i>Debates in the Digital Humanities</i>, edited by Matthew K. Gold. Minneapolis: University of Minnesota Press, 2012. <a href="http://dhdebates.gc.cuny.edu/debates/text/13">http://dhdebates.gc.cuny.edu/debates/text/13</a></li> <li>• Froehlich, Heather. "Heather's 3 Rules of Doing Digital Scholarship." <i>Heather Froehlich</i> (blog), July 27, 2017. <a href="https://hfroehli.ch/2017/07/27/heathers-3-rules-of-doing-digital-scholarship">https://hfroehli.ch/2017/07/27/heathers-3-rules-of-doing-digital-scholarship</a></li> <li>• <i>Optional</i>: Economou, Maria. "Heritage in the Digital Age." In <i>A Companion to Heritage Studies</i>, edited by William Logan. John Wiley &amp; Sons, Inc, Hoboken, NJ, 2015, pp. 215–228. [available on LMS]</li> </ul> |
| 3 | 2/6  | <b>Humanities Data – NYCDH Week</b> ( <a href="http://dhweek.nycdh.org/">http://dhweek.nycdh.org/</a> ) <ul style="list-style-type: none"> <li>• Posner, Miriam. "Humanities Data: A Necessary Contradiction." <i>Miriam Posner's Blog</i>, June 25, 2015. <a href="http://miriamposner.com/blog/humanities-data-a-necessary-contradiction/">http://miriamposner.com/blog/humanities-data-a-necessary-contradiction/</a></li> <li>• Flanders, Julia and Trevor Muñoz. "An Introduction to Humanities Data Curation." In <i>DH Curation Guide: A Community Resource Guide to Data Curation in the Digital Humanities</i>, 2012. <a href="http://guide.dhcuration.org/intro">http://guide.dhcuration.org/intro</a></li> </ul>  |

- Rawson, Katherine. "Curating Menus: Digesting Data for Critical, Humanistic Inquiry." In *Laying the Foundations*, edited by John W. White and Heather Gilbert, 59-72. West Lafayette, IN: Purdue University Press, 2016.  
[https://docs.lib.purdue.edu/purduepress\\_ebooks/33/](https://docs.lib.purdue.edu/purduepress_ebooks/33/)
- Sherratt, Tim. "A Map and Some Pins: Open Data and Unlimited Horizons." *Discontents* (blog), June 11, 2013.  
<http://discontents.com.au/a-map-and-some-pins-open-data-and-unlimited-horizons/>
- Collections as Data: Read "Santa Barbara Statement" and skim "Facets"  
<https://collectionsasdata.github.io/resources/>
- Mahey, Mahendra, et al. *Open a GLAM Lab*. Digital Cultural Heritage Innovation Labs, Book Sprint, Doha, Qatar, 23-27 September, 2019. Read "Introduction" and "Introducing GLAM Labs," 27-45.  
<https://glamlabs.io/books/open-a-glam-lab/>
- Explore projects: [Invisible Australians](#), [Documenting the American South](#)

In class: Data critique

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## METHODS

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- 4      2/13      **Archive/Database/Edition**
- Tara McPherson, "Post-Archive: The Humanities, the Archive, and the Database." In *Between Humanities and the Digital*, edited by Patrik Svensson and David Theo Goldberg, 483-502. Cambridge, MA: MIT Press, 2015. [available on LMS]
  - Johnson, Jessica Marie. "Markup Bodies: Black [Life] Studies and Slavery [Death] Studies at the Digital Crossroads." *Social Text* 36, no. 4 (December 2018): 57-79. <https://doi.org/10.1215/01642472-7145658>
  - Christen, Kimberly. "Relationships, Not Records." In *The Routledge Companion to Media Studies and Digital Humanities*, edited by Jentery Sayers, 1st ed., 403-12. New York: Routledge, Taylor & Francis Group, 2018.: Routledge, 2018.  
<http://www.kimchristen.com/wp-content/uploads/2018/05/41christenKimberly.pdf>
  - *Project reading*: Drouin, Jeffrey and Sean Latham. "Make It Useful: The Modernist Journals Project and Medium Data," *Modernism/modernity* August 7, 2018. <https://doi.org/10.26597/mod.0055>
  - Explore projects: [Modernist Journals Project](#), ["Performing Archive: Curtis + the Vanishing Race"](#)

In class: TEI exercise

- 5      2/20      **Mapping and Spatial Analysis**
- Presner, Todd and David Shepherd. "Mapping the Geo-Spatial Turn," in *A New Companion to Digital Humanities*, edited by Susan Schreibman, Ray Siemens, John Unsworth, 199-212. New York: Wiley, 2015. [available on LMS]
  - Hamraie, Aimi. "Mapping Access: Digital Humanities, Disability Justice, and Sociospatial Practice." *American Quarterly* 70, no. 3 (2018): 455-82.  
<https://doi.org/10.1353/aq.2018.0031>
  - Sullivan, Elaine, Angel David Nieves, and Lisa M. Snyder. "Making the Model: Scholarship and Rhetoric in 3-D Historical Reconstructions." In



*Making Things and Drawing Boundaries: Experiments in the Digital Humanities*, edited by Jentery Sayers, 301-16. Minneapolis; London: University of Minnesota Press, 2017.

[www.jstor.org/stable/10.5749/j.ctt1pwt6wq.38](http://www.jstor.org/stable/10.5749/j.ctt1pwt6wq.38).

- Project reading: Heppler, Jason A. "Renewing Inequality and Mapping Inequality." *American Quarterly* 70, no. 3 (2018): 721-725.  
<http://doi.org/10.1353/aq.2018.0058>
- Explore projects: [Renewing Inequality](#) and [Mapping Inequality](#)

In class: [Storymap.js](#)

## 6 2/27 Remediation, Deformance, and Play

- Sample, Mark. "Notes Towards a Deformed Humanities." @samplereality (blog), May 2, 2012.  
<https://www.samplereality.com/2012/05/02/notes-towards-a-deformed-humanities/>.
- Ferguson, Kevin. "Digital Surrealism: Visualizing Walt Disney Animation Studios." *Digital Humanities Quarterly* 11, no. 1 (2017).  
<http://www.digitalhumanities.org/dhq/vol/11/1/000276/000276.html>
- Parham, Marisa. "Breaking, Dancing, Making in the Machine: Notes on .Break .Dance." *Sx Archipelagos*, no. 3 (July 10, 2019).  
<https://doi.org/10.7916/archipelagos-96nw-0f89>.
- Kirschenbaum, Matthew and Sarah Werner. "Digital Scholarship and Digital Studies: The State of the Discipline." *Book History* 17 (2014): 406-458.  
<https://doi.org/10.1353/bh.2014.0005>
- Watch: Lindsay M. King, "[Data Mining beyond Text in the Vogue Archive](#)" Culture Analytics Beyond Text: Image, Music, Video, Interactivity and Performance. Institute for Pure and Applied Mathematics, March 2016.
- Explore projects: [.break.dance](#), [Loss Sets](#), [Robots Reading Vogue](#)

In class: [Twine](#)

## 7 3/5 Network Analysis

- NetSciEd. "Network Literacy: Essential Concepts and Core Ideas."  
<https://sites.google.com/a/binghamton.edu/netscied/Network-Literacy-low-res.pdf>
- Weingart, Scott B. "Demystifying Networks, Parts I & II." *Journal of Digital Humanities* 1, no. 1 (Winter 2011).  
<http://journalofdigitalhumanities.org/1-1/demystifying-networks-by-scott-weingart/>
- Healy, Kieren. "Using Metadata to Find Paul Revere." *Kieren Healy* (blog), June 9, 2013.  
<https://kieranhealy.org/blog/archives/2013/06/09/using-metadata-to-find-paul-revere/>
- Deryc T. Painter, Bryan C. Daniels, and Jürgen Jost, "Network Analysis for the Digital Humanities: Principles, Problems, Extensions," *Isis* 110, no. 3 (September 2019): 538-554. <https://doi.org/10.1086/705532>
- Explore projects: [Mapping Post-War Networks](#), [Shakespearean Tragedies](#), [Marvel Cinematic Universe](#)

In class: [Cytoscape](#)

## 8 3/12 Text Analysis – DH Project Dossier due



- Underwood, Ted. "A Genealogy of Distant Reading." *Digital Humanities Quarterly* 11, no. 2 (2017).  
<http://www.digitalhumanities.org/dhq/vol/11/2/000317/000317.html>
- Da, Nan Z. "The Computational Case Against Computational Literary Studies." *Critical Inquiry* 45, no. 3 (2019): 601-639.  
<https://doi.org/10.1086/702594>
- Klein, Lauren F. "Computational Literary Studies: Participant Forum Responses." In the Moment (blog), April 1, 2019.  
<https://criting.wordpress.com/2019/04/01/computational-literary-studies-participant-forum-responses-5/>.
- Bode, Katherine. "Computational Literary Studies: Participant Forum Responses, Day 2," In the Moment (blog). April 2, 2019.  
<https://criting.wordpress.com/2019/04/02/computational-literary-studies-participant-forum-responses-day-2-3/>.
- Binder, Jeffrey. "Alien Reading: Text Mining, Language Standardization, and the Humanities." In *Debates in the Digital Humanities 2016*, edited by Matthew K. Gold and Lauren Klein. Minneapolis: University of Minnesota Press, 2016.  
<https://dhdebates.gc.cuny.edu/read/untitled/section/4b276a04-c110-4cbb-b93d-4ded8fcf9c9#ch18>.
- Catalinac, Amy. "Quantitative Text Analysis with Asian Languages: Some Problems and Solutions." *Polimetrics* 1, no. 1 (2014): 14-16.  
<https://pdfs.semanticscholar.org/01ff/0fce4c5c092cca56b44e0df51991bc535fcd.pdf>
- Explore project: [Early American Cookbooks](#)

In class: [HathiTrust Research Center Analytics](#)

9      3/19      **NO CLASS – Spring Break**

## MOVEMENTS

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- 10      3/26      **Representation, Race, and Social Justice**
- Posner, Miriam. "What's Next: The Radical, Unrealized Potential of Digital Humanities." *Miriam Posner's Blog*, July 27, 2105.  
<http://miriamposner.com/blog/whats-next-the-radical-unrealized-potential-of-digital-humanities/>
  - McKenzie, Lindsay. "Digital Humanities for Social Good." *Inside Higher Ed*, July 9, 2018.  
<https://www.insidehighered.com/news/2018/07/09/when-digital-humanities-meets-activism>
  - Cong-Huyen, Anne. "Toward a Transnational Asian/American Digital Humanities: A #transformDH Invitation." In *Between Humanities and the Digital*, 109-120. Cambridge, MA: MIT Press, 2015. [available on LMS]
  - Gallon, Kim. "Making the Case for a Black Digital Humanities." In *Debates in the Digital Humanities*, edited by Matthew K. Gold. Minneapolis: University of Minnesota Press, 2016. <http://dhdebates.gc.cuny.edu/debates/text/55>
  - *Project Reading*: Patterson, Sarah. "Toward Meaning-Making in the Digital Age: Black Women, Black Data, and Colored Conventions," *Common Place* 16(1) 2015.  
<http://common-place.org/book/toward-meaning-making-in-the-digital-age-black-women-black-data-and-colored-conventions/>

- Explore project: [Colored Conventions Project](#)

- 11      4/2      **Feminist and Queer DH**
- Bailey, Moya “#transform(ing) DH Writing and Research: An Autoethnography of Digital Humanities and Feminist Ethics.” *Digital Humanities Quarterly* 9, no. 2 (2015).  
<http://www.digitalhumanities.org/dhq/vol/9/2/000209/000209.html>
  - D’Ignazio, Catherine and Lauren F. Klein. “Feminist Data Visualization.” 2015.  
<http://vis4dh.dbvis.de/papers/2016/Feminist%20Data%20Visualization.pdf>
  - Brown, Susan. “Delivery Service: Gender and the Political Unconscious of Digital Humanities.” In *Bodies of Information: Intersectional Feminism and Digital Humanities*, edited by Elizabeth Losh and Jacqueline Wernimont, 261-285. Minneapolis: University of Minnesota Press, 2018.  
<https://dhdebates.gc.cuny.edu/read/untitled-4e08b137-aec5-49a4-83c0-38258425f145/section/7c07a9eb-fbc7-4b69-8777-82676a3c64ab#ch15>
  - Ruberg, Bonnie, Boyd, Jason, and James Howe. “Toward a Queer Digital Humanities.” In *Bodies of Information: Intersectional Feminism and Digital Humanities*, edited by Elizabeth Losh and Jacqueline Wernimont, 261-285. Minneapolis: University of Minnesota Press, 2018.  
<https://dhdebates.gc.cuny.edu/read/untitled-4e08b137-aec5-49a4-83c0-38258425f145/section/e1a72933-2aef-4158-b21c-e6fe35afc091#ch08>
- 12      4/9      **Multilingual and Global DH**
- Galina, Isabel. “Is There Anybody Out There? Building a Global Digital Humanities Community.” Digital Humanities 2013 Conference, Lincoln, Nebraska, 2013.  
<http://humanidadesdigitales.net/blog/2013/07/19/is-there-anybody-out-there-building-a-global-digital-humanities-community/>
  - Risam, Roopika. “Remaking the Global Worlds of Digital Humanities.” In *New Digital Worlds: Postcolonial Digital Humanities in Theory, Praxis, and Pedagogy*, 65-87. Evanston, Illinois: Northwestern University Press, 2019. [available on LMS]
  - Earhart, Amy. “Digital Humanities Within a Global Context: Creating Borderlands of Localized Expression.” *Fudan Journal of the Humanities and Social Sciences* 11, no. 3 (2018): 357-369.  
<https://doi.org/10.1007/s40647-018-0224-0>
  - “The Translation Toolkit.” GO::DH. <http://go-dh.github.io/translation-toolkit>
  - Explore Project: [Around DH](#)

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## STRUCTURES

- 13      4/16      **Libraries and Labor**
- Bonds, E. Leigh. “First Things First: Conducting an Environmental Scan.” *dh+lib* (blog), January 31, 2018.  
<https://acrl.ala.org/dh/2018/01/31/first-things-first-conducting-an-environmental-scan/>
  - Russell, John E. and Merinda Kaye Hensley. “Beyond Buttonology: Digital Humanities, Digital Pedagogy, and the ACRL Framework.” *College and Research Libraries News* 78, no. 11 (2017).  
<https://crln.acrl.org/index.php/crlnews/article/view/16833/18427>

- Morgan, Paige. "Not Your DH Teddy Bear: Or, Emotional Labor is Not Going Away." *dh+lib* (blog), July 29, 2016.  
<https://acrl.ala.org/dh/2016/07/29/not-your-dh-teddy-bear/>
- Boyles, Christina, Carrie Johnston, Jim McGrath, Paige Morgan, Miriam Posner, Chelcie Rowell. "Precarious Labor in the Digital Humanities." *Digital Humanities 2018 (Abstracts)*, Mexico City, 2018.  
<https://dh2018.adho.org/en/precarious-labor-in-the-digital-humanities/>
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14      4/23

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15      4/30

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16      5/7

### **Closing Reflections – FINAL PROJECTS DUE**