

**ENGL5998: Digital Humanities, Spring 2019**  
**Thursday 4:20-7:20**  
**Classroom UNH 1226**

**INSTRUCTORS**

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**Paul Harris, Professor of English**

Office: UH3861; X8-4452  
Email: paul.harris@lmu.edu  
Hours: T/R 1 – 2, W 12:30-2

**Melanie Hubbard, Digital Scholarship Librarian**

Office: Library 130; X8-7686  
Email: melanie.hubbard@lmu.edu  
Hours: by appointment

**COURSE SYLLABUS**

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This course engages upper-division undergraduate and graduate students in the emerging field of Digital Humanities (DH) through projects grounded in the study and analysis of literary texts. Students will develop research skills using digital tools (including textual analysis tools and mapping tools) and integrate quantitative methods with qualitative analysis and close reading. Students will develop individual and collaborative projects in both critical and creative modes, assembling multi-media projects. These projects will explore themes including networks, mapping and power; the environmental impact of digital technologies; literature, theory, and ecology in the Anthropocene era.

**STUDENT LEARNING OUTCOMES**

- You will learn how to talk and write critically about complex literary texts.
- You will master digital tools to analyze literary texts and other documents.
- You will understand key scholarly and professional debates around DH.
- You will learn how to present scholarly arguments and ideas in a digital environment.
- You will learn how to “write for the web,” a major component of digital and public scholarship.
- You will develop deep understanding of the Anthropocene era and identify key issues.

**PREREQUISITES/RECOMMENDED BACKGROUND**

Undergraduate upper-division standing or graduate standing

**REQUIRED TEXTS**

Italo Calvino, *Invisible Cities*

Ruth Ozeki, *A Tale for the Time Being*

Roy Scranton, *Learning to Die in the Anthropocene* (available as e-book)

Other readings and course materials will be provided through Brightspace.

## COURSE WORK/EXPECTATIONS

### Undergraduate

Class participation 10%  
 Reading Responses 10%  
 DH tools exercises 30%  
 Final Project 50%

### Graduate

Class participation 5%  
 Presentation 5%  
 Reading Responses 10%  
 DH tools exercises 30%  
 Final Project 50%

*This syllabus and its contents are subject to revision. It is possible the schedule and readings will change as we move through the semester.*

## COURSE POLICIES

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**Academic Honesty:** Plagiarism is a serious form of academic dishonesty addressed in the LMU policy documents cited above. Plagiarism of any kind in this course can result in immediate failure of the class. It is your responsibility to understand what constitutes plagiarism.

**Attendance:** Attendance and punctuality are critical to your success in this class. You may miss ONE class without receiving a grade reduction, after that, each absence will result in a 2 point reduction to your participation grade. Exceptions include absences due to religious observance or a medical condition, in which case you will need to provide a doctor's note.

**Communication:** Please make yourself available for e-mail communication. Forward your LMU account to your preferred e-mail account if necessary.

**Conduct:** Behavior must be consistent with the Lion's Code and the LMU Community Standards.

**Course Materials:** You must bring your books and other course materials, e.g. assigned articles, to class to receive full credit for attendance. They may be in a physical or digital format.

**Electronic Devices:** Please turn off your phones and put them out of sight. You are encouraged to bring laptops to class and are welcomed to use them for class related work.

**Special Accommodations:** Students with special needs who require reasonable modifications, special assistance, or accommodations in this course should promptly direct their request to the Disability Support Services (DSS) Office. Any student who currently has a documented disability (ADHD, Autism Spectrum Disorder, Learning, Physical, or Psychiatric) needing academic accommodation should contact the DSS Office (Daum Hall 2<sup>nd</sup> Floor, 310-338-4216) as early in the semester as possible. All discussions will remain confidential. Please visit [www.lmu.edu/dss](http://www.lmu.edu/dss) for additional information. Note that neither instructor can grant these aforementioned accommodations unless directed to by LMU's DSS Office.

## ASSIGNMENTS

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### **Reading Responses - Due as assigned (10 points)**

Reading responses will be a regular requirement of this class. Prompts will be provided in Brightspace and responses are expected to be informed, thoughtful, and well written.

### **Graduate Led Discussions - Due as assigned (5 points)**

Each graduate student will be responsible for leading a discussion on a topic or concept covered in the class.

### **Basic HTML & Coding Exercise - Due January 31<sup>st</sup> (3 points)**

You will create a very basic HTML document that will include Javascript and write a short reflection about your experience.

### **Textual Technologies Timeline Exercise - Due February 7<sup>th</sup> (5 points)**

You will create a basic digital timeline using TimelineJS that will illustrate the evolution of textual technologies. A short written reflection will also be required.

### **Voyant Demonstration Exercise - Due February 21<sup>st</sup> (3 points)**

Using a text of your choosing, you will demonstrate your knowledge of how to use Voyant and write a short reflection about your experience.

### ***Invisible Cities* Text Analysis Exercise - Due March 7<sup>th</sup> (8 points)**

You will conduct a textual analysis on *Invisible Cities* using Voyant and write a 5-8 paragraph essay that articulates your analysis.

### ***Invisible Cities* Network Visualization Exercise - Due March 21<sup>st</sup> (8 points)**

You will create a network visualization of *Invisible Cities* using the tool Palladio and write a short reflection about your experience.

### ***Tales* Mapping Exercise - Due March 21<sup>st</sup> (3 points)**

You will create basic map in ArcGIS Online and write a short reflection about your experience.

### **Final Project (50 points)**

The final project will be done in groups of 2 to 3 and will involve the creation of a digital project that critically examines *A Tale for the Time Being* through the lens of the Anthropocene.

To help you identify your topic, you will first write a short essay. The essay will be developed into a 4-5 page paper, which will become the basis of your website content. On the last day of class, you will be presenting your projects.

### **Breakdown**

- Short essay (5 points) | due March 28
- Paper (15 points) | due April 4

- Presentations (5 points) | due April 4 & April 25
- Digital Project (25 points) | due May 9th

## **COURSE SCHEDULE**

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### **JANUARY 17**

**Topics:** Welcome to class; What is DH?; Why DH?

**Readings:**

- “Digital Humanities is not Ones and Zeros” by Melanie Hubbard;
- “The Digital-Humanities Bust,” *Chronicle of Higher Education* by Timothy Brennan, read comments below the article and read Twitter response by Ted Underwood

**Video:** “Digital Humanities”; “The Digital Humanities in Oxford University”

### **JANUARY 24**

**Topics:** The Anthropocene; The Anthropocene and DH; Digital and the Environment

**Readings:**

- *Learning to Die in the Anthropocene* by Roy Scranton
- “The Hour of the Fireflies,” *Three Messages and a Warning*, by Karen Chacek
- “Digital Humanities in the Anthropocene” by Bethany Nowviskie

**Due:** Reading response

### **JANUARY 31** [Meet in Archive and Special Collections, Library 3<sup>rd</sup> floor]

**Topic:** Textual technologies

**Readings:**

- “Imagining the Architectures of the Book: Textual Scholarship and the Digital Book Arts,” *Textual Cultures*, by Alan Galey et al.
- “The Social in the Machine: How Historians of Technology Look Beyond the Object,” *American Historical Society* blog by Barbara Hahn

**Also Explore:**

- *ArchBook*, the resource mentioned in the “Imagining” article
- Stanford University’s “Visual Hierarchy”

**Due:** Reading response; Markup Languages and Coding Exercise

### **FEBRUARY 7**

**Topic:** Data; Data and literature; Data mining *Invisible Cities*

**Readings:** Data readings; *Invisible Cities* pp. 1-30 (check Brightspace for updates and links)

**Videos:** “Big Data for Literary Studies”

**Due:** Reading response; Textual Technologies Timeline Exercise

### **FEBRUARY 14**

**Topics:** Italo Calvino; *Invisible Cities*; Text Analysis

**Readings & Videos:** *Invisible Cities*; “Exactitude,” *Six Memos for the Next Millennium* by Calvino; “Tooling Up for Digital Humanities: Text Analysis” by Stanford, read 1-7

**Due:** Reading response

### **FEBRUARY 21**

**Topics:** Cybernetics; Text Analysis; Distant Reading

**Readings:** *Invisible Cities*; “Calvino Cybernetics and Ghosts” by Calvino; “Close Reading” and “Distant Reading” by Brandon Walsh; “Scale as Deformance” by Ryan Cordell

**Video:** Big Data + Old History (check Brightspace for updates and links)

**Due:** Reading response; Voyant Demonstration Exercise

### **FEBRUARY 28**

**Topics:** Structuralism in literary theory; Algorithms

**Readings:** *Invisible Cities*; “Italo Calvino: The Code, The Clinamen, and Cities” by Paul Harris (check Brightspace for updates and links)

**Due:** Reading response; *Cities* Algorithm exercise; *Cities* visual diagram

### **MARCH 7**

**Topic:** *A Tale for the Time Being* and the Anthropocene

**Readings:** *A Tale for the Time Being* (Part I) (check Brightspace for updates and links)

**Due:** Reading response; *Cities* Text Analysis Exercise

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**MARCH 11-15 – Spring Break**

**MARCH 21**

**Topics:** *A Tale for the Time Being* through the Lens of Time and Theory

**Readings:** *A Tale for the Time Being* (Part II); reading on mapping & GIS TBD (check Brightspace for updates and links)

**Due:** Reading response; *Tales* Mapping Exercise; *Cities* Network Visualization Exercise

**MARCH 28**

**Topics:** *A Tale for the Time Being* as a Digital Project; Hypertexts

**Readings:** *A Tale for the Time Being* (Part III) (check Brightspace for updates and links)

**Due:** Reading response; Final Project short essay due

**APRIL 4**

**Topics:** Digital Project Ideas; Planning & Designing Digital Projects

**Due:** 5 minute presentations on digital project ideas

**APRIL 11 [Meet in Library classroom 324]**

Workshop; Final Project paper due

**APRIL 18 [Meet in Library classroom 324]**

Workshop

**APRIL 25 [Meet in Library classroom 324]**

Workshop

**Due:** 5 minute presentations on the progress you have made with your projects and get feedback

**MAY 2 [Meet in Library classroom 324]**

Workshop

**MAY 9 [Meet in Library classroom 324]**

**Due:** Final projects & presentations