

North Carolina Central University
Department of History
Digital Humanities in Africa
HIST 3020 Section 05 CRN 44842
Edmonds Classroom Building Rm. 203
Fall 2017 MWF: 9-9:50am
“Communicating to Succeed”

Dr. Jarvis L. Hargrove
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Department Social Media Information:

Website: <http://www.nccu.edu/academics/sc/artsandsciences/history/index.cfm>

Twitter: <https://twitter.com/NCCUHistory>

“Digital Humanities is a sort of revolutionary activities with integration of various methods and fields for exploring potential of the humanities through digital technologies.”

Kiyonori Nagasaki

Course Description:

This hands-on, project-based course introduces students to the use of digital tools and sources to conduct original historical research, analyze or interpret findings, and communicate results. How are digital technologies altering the study of history in the 21st century? What are the new possibilities for digital history moving forward? What are the new problems? Does social media impact the study of history? This course explores methods, theories, and practices of digital history. Students will analyze the latest readings, seminar discussions, and online blogging within the field. We will also learn through doing by working both individually and collectively on a set of digital history projects. Students are evaluated based on participation in course meetings and blog and vlog projects. Students are also required to complete several reading assignments and a larger final project that applies digital history methods to a historical topic of interest for each student. In order to focus our efforts, we will apply what we learn to a particular area of historical study: the history of African-owned newspapers during the period of colonial rule.

Course Expectations:

This course may feel different from your usual courses in several respects. First, rather than simply learning course content, you will be asked to apply your knowledge to make new things. Not all of these new things will be determined on the first day of the course. Together with a large responsibility for the final product(s) of this course, you will have a large say in what we produce. Second, to attain the technical skills necessary to make things, you may sometimes be asked to inform and educate yourself outside of class, using extracurricular resources.

You should also expect to have help, however; you will not be going through it alone as you learn new technical and analytical skills. You will be working not just as an individual, but as a

member of a team. Your classmates are not your competitors, but your collaborators. In that role they will sometimes be asked to help you figure out assignment-related problems, evaluate your work, and share workloads. As their collaborator, you should do the same in return.

Finally, much of your work for this course will be done “in public” on our course blog or websites like Twitter; while your grades are always private, some of your work will be shared with the Duke University Digital Humanities Lab.

Course Text:

Throughout this course will utilize a number of books, scholarly journal articles and online sources.

Scholarly journal articles can be found at: jstor.org, Google scholar, proquest.com and through NCCU Journal Finder.

Student Learning Outcomes:

At the completion of this course, students should exhibit competence in the areas of knowledge, comprehension, application, analysis, synthesis and evaluation as demonstrated by the following outcomes:

1. Gain an introductory technical knowledge of many digital tools or methods that can be useful to historians (such as dynamic mapping, social network analysis, topic modeling, and HTML publishing) and an in-depth knowledge of one or two.
2. Read existing scholarship on a contested historical subject and formulate historiographical questions of their own.
3. Learn to apply technical knowledge about digital history tools to a substantive and complex historical question about the history of African newspapers.
4. Help to make a public-facing digital project that illustrates the promise and/or limitations of digital history methods.
5. Acquire experience managing a team-based digital humanities project.
6. Evaluate the strengths and weaknesses of different examples of digital scholarship, including work produced in the class.

Statement of Inclusion/Non-Discrimination:

North Carolina Central University is committed to the principles of affirmative action and non-discrimination. The University welcomes diversity in its student body, its staff, its faculty, and its administration. The University admits, hires, evaluates, promotes, and rewards on the basis of the needs and relevant performance criteria without regard to race, color, national origin, ethnicity, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran's status, or religion. It actively promotes diversity and respectfulness of each individual.

Student Disability Services:

Students with disabilities (physical, learning, psychological, chronic or temporary medical conditions, etc.) who would like to request reasonable accommodations and services under the Americans with Disabilities Act must register with the Office of Student Disability Services (SDS) in Suite 120 in the Student Services Building. Students who are new to SDS or who are requesting new accommodations should contact SDS at (919) 530-6325 or sds@nccu.edu to

discuss the programs and services offered by SDS. Students who are already registered with SDS may renew previously granted accommodations by visiting the SDS website at www.nccu.edu/sds and logging into *Eagle Accommodate*. Accommodations plans for law students are effective for one academic year and must be renewed every fall semester. All other students are expected to renew previously granted accommodations at the beginning of each semester, preferably during the first two (2) weeks of class.

Other Campus Programs, Services, Activities, and Resources:

Other campus resources to support NCCU students include:

- *Student Advocacy Coordinator (formerly Student Ombudsperson)*. The Student Advocacy Coordinator is available to assist students in navigating unexpected life events (e.g. short-term illness/injury, loss of a loved one, personal crisis) and guide them to the appropriate University or community resources. Students may also receive assistance with resolving some emergency financial concerns; understanding NCCU policies, rules and regulations; or general problem-solving strategies. Contact Information: Student Services Building, G-06, (919) 530-7492, studentadvocacy@nccu.edu.

- *Counseling Center*. The NCCU Counseling Center is staffed by licensed psychologists and mental health professionals who provide individual and group counseling, crisis intervention, substance abuse prevention and intervention, anger management, and other services. Contact Information: Student Health Building, 2nd Floor, (919) 530-7646, counseling@nccu.edu.

- *University Police Department*. The University Police Department ensures that students, faculty and staff have a safe and secure environment in which they can live, learn, and work. The Department provides a full range of police services, including investigating all crimes committed in and around its jurisdiction, making arrests, providing crime prevention/community programs, enforcing parking regulations and traffic laws, and maintaining crowd control for campus special events. Contact Information: 2010 Fayetteville Street, (919) 530-6106, nccupdinfo@nccu.edu.

Student Support/Ombudsperson:

The Student Ombudsperson is available to assist students in navigating unexpected life events, (e.g. short-term illness/injury, loss of a loved one, personal crises) and guide them to the appropriate University or community resources. Students may also receive assistance with resolving some emergency financial concerns, understanding NCCU policies or general problem-solving strategies. Schedule an appointment by contacting the Student Ombudsperson in the Office of the Dean of Students, G-06 Student Services Building, at (919) 530-7492 or bsimmons@nccu.edu.

Class Attendance Policy:

See class attendance policy in the 2011-2013 North Carolina Central University Undergraduate Catalog, page 92. This page reads: *“Each instructor is required to withdraw a student from the class roll when that student has been absent from class for the number of meetings that equals a two week period. For classes that meet two times a week, this means after four absences, the student is withdrawn from the class with a grade of “NW” or “NF”. For classes that meet three times a week, this means after six absences a student is withdrawn from classes with the grade of “NW” or “NF”.* http://www.nccu.edu/formsdocs/proxy.cfm?file_id=1740

***Students should ALWAYS BE ON TIME.**

***If you must leave class early, or frequently, for any reason, inform the instructor in advance.**

Withdrawal Grades for Non-Attendance are “NW and NF”:

A student who is withdrawn from a course after the last day to withdraw from courses will receive a grade of “NF” which is treated as a “F” in determining hours and grade points.

***I do not drop students from my course.**

***If your name is on the roll the last day you will receive a grade compatible to work you completed during the semester.**

***If for any reason you choose not to attend this course anymore it is your responsibility to drop the class.**

Incomplete (I) Grade Policy:

The university policies regarding “I” reads: “Students may be given a grade of “Incomplete” (I) at the discretion of the instructor when not all of the work required in the course has been completed for reasons beyond the control of the student. All “Incomplete” grades must be completed according the agreement between the student and the instructor. Any “Incomplete” grade remaining on the student’s record one year from the end of the relevant semester becomes a grade of “F,” and the student must retake the course in order to receive a grade other than “F.”

***Any student whom receives an “I” in the course will have 3 weeks following the last day of the semester to turn in any missing assignments.**

Class Dress Policy:

Students will dress in an appropriate manner when coming to class.

Class Cell Phone Policy:

While I understand we are in the digital age, cell phone use is not permitted in this class unless otherwise noted. Please put your cell phones away during the class.

Class Organization:

Students should organize notes and materials in a manner which he or she can effectively understand.

Class Discussion and Participation:

Students are expected to be present and on time to all class meetings in order to effectively and fully participate in class discussion. Participation is essential to your final grade please let the instructor know if you cannot attend class.

Class Evaluation:

The only way the instructor can evaluate students is by some proven method of testing. This may take various forms--map assignments, essays, oral presentations, written summaries as well as class discussion and participation. Any combination of these evaluation methods is left to the discretion of the instructor. In addition, students should take careful lecture and reading notes. Graduating seniors should inform the instructor that they plan to graduate in December no later than the month before the end of the semester.

Plagiarism:

In college classes, we are continually engaged with other people's ideas: we read them in texts, hear them in lectures, discuss them in classes, and incorporate them into our own writings. As a result, it is very important that we give credit where it is due. Plagiarism is using the words and ideas of others without clearly acknowledging that source of information.

To Avoid Plagiarism:

1. Put in quotation marks everything that comes directly from a text, especially when taking notes.
2. Paraphrase, but be sure you are not just rearranging or replacing a few words. Be sure to check your paraphrase against the original text to be sure you have not used the same words or phrases.
3. You should document your information whenever you use: another person's idea, opinion, theory, facts, statistics, graphs, drawings, quote another person's actual spoken or written words and paraphrase another person's spoken or written words.

*If an assignment is plagiarized the student will be given a grade of zero for that assignment.

http://www.nccu.edu/formsdocs/proxy.cfm?file_id=1674

Your grades will be accessible to you via your Black Board Account.

Each assignment will consist of 100 points.

100-90=A, 89-80=B, 79-70=C, 69-60=D, Below 60=F

Your final grade will be determined by the number of points you have at the end of the semester.

650-550=A

549-439=B

438-323=C

322-202=D

201 and Below=F

***Students should frequently check blackboard to ensure all assignments are graded.**

Reading Assignments:

A substantial amount of reading and writing are required for this course. Hence, students are expected to read thoroughly and think seriously about all the readings before coming to class. Each student should be prepared to discuss the readings effectively and critically at every class. Students cannot pass this class without reading the required assignments. The textbook will be used regularly in class.

Course Outline (Students Should be Reading Along in their Required Text)

Introduction: What is Digital History, What is Digital Humanities?

Edward L. Ayers, "The Pasts and Futures of Digital History," (1999).

<http://www.vcdh.virginia.edu/PastsFutures.html>

Daniel J. Cohen and Roy Rosenzweig, Digital History: A Guide to Gathering, Preserving, and Presenting the Past on the Web. Read the Introduction and Chapter 1

<http://chnm.gmu.edu/digitalhistory/>

Douglas Seefeldt and William G. Thomas, "What Is Digital History?," Perspectives on History, May 2009,

<https://www.historians.org/publications-and-directories/perspectives-on-history/may-2009/intersections-history-and-new-media/what-is-digital-history>

W. Caleb McDaniel, "Why I Study Digital History," 31 August 2012,

<http://wcm1.web.rice.edu/why-study-digital-history.html>

Will Fenton, "The New Wave in Digital Humanities," Inside Higher Ed, (August 2, 2017)

<https://www.insidehighered.com/digital-learning/article/2017/08/02/rising-stars-digital-humanities>

Patricia Cohen, "Digital Keys for Unlocking the Humanities Riches," New York Times, (August 16, 2010)

<http://www.nytimes.com/2010/11/17/arts/17digital.html>

<https://digitalhumanities.duke.edu/about-digital-humanities>

II. Omeka and Storing Metadata

Julie Meloni, "A Brief Introduction to Omeka," ProfHacker (2011)

Tom Scheinfeldt, "[Omeka and Its Peers.](#)" Found History blog, Sept. 1, 2010.

Diane Hillmann, Using Dublin Core. Updated version

Susan Cairns, "Tag! You're It! What Value do Folksonomies Bring to the Online Museum Collection?," Museums and the Web Conference (2011).

Clay Shirky, "Ontology is Overrated: Categories, Links and Tags," Clay Shirky's Writings on the Internet (2005).

Peter Merholz, "Clay Shirky is Overrated," Peterme (2005)

Look at a few Omeka-driven exhibits at the Omeka Showcase of Exhibits

III. **140 Characters Later: Historical Significance of a Tweet**

“[How Tweet It Is!: Library Acquires Entire Twitter Archive](#),” *Library of Congress Blog*, April 14, 2010

Monica Hesse, “[Twitter archive at Library of Congress could help redefine history’s scope](#),” *Washington Post*, May 6, 2010

Christopher Beam, “[#Posterity: How future historians will use the Twitter archives](#),” *Slate*, April 20, 2010

Marshall Kirkpatrick, “[What a Tweet Can Tell You](#),” *ReadWrite*, November 16, 2011

IV. **Digital Copyright**

Lisa Spiro, "This is Why We Fight? Defining the Values of the Digital Humanities," in Matthew Gold, *Debates in the Digital Humanities* (2012), 16-35.

Jennifer Howard, "What You Don't Know About Copyright, but Should," *Chronicle of Higher Education*, May 29, 2011.

Jeffrey R. Young, "Pushing Back Against Legal Threats by Putting Fair Use Forward," *Chronicle of Higher Education*, May 29, 2011.

Maine Memory Network, "Photography Standards and Instructions," n.d.

Melissa Levine, <http://guide.dhcurator.org/contents/policy-practice-and-law/>

V. **Digital Newspaper Projects**

<http://www.readex.com/blog>

<https://newspaperslibrary-proquest-com.ezproxy.nccu.edu/>

<https://search-proquest-com.ezproxy.nccu.edu/accountid=12713&selectids=1006360,1007155,1007154,1006359>

VI. **Creating a Web Presence**

Miriam Posner and Brian Croxall, "Creating Your Web Presence," *ProfHacker*, Feb. 2011.

Brian Croxall, "How to Google Yourself Effectively and What to Do About It," *ProfHacker*, Aug. 2010.

"Personal Academic Websites for Faculty and Grad Students," June 2013.

Alex Sayf Cummings and Jonathan Jarrett, [Informal Writing, Blogging and the Academy](#)," in Writing History in the Digital Age, 2013 version.

Trevor Owens, [Curating in the Open: Martians, Old News, and the Value of Sharing as you go](#), Dec. 12, 2014.

Tim Hitchcox, "[Academic History Writing and its Disconnects](#)" Digital Humanities Quarterly Mar. 2012.

VII. Visual History: Maps and Timelines

Jason Scott Smith, "'The Strange History of the Decade: Modernity, Nostalgia, and the [Perils of Periodization](#)," Journal of Social History, Vol. 32, No. 2 (Winter, 1998), pp. 263-285.

Stephen Robertson, "[Putting Harlem on the Map](#)," Writing History in the Digital Age Spring 2012 version.

Tim Hitchcox, "[Academic History Writing and the Headache of Big Data](#)," Historyonicsblog, Jan. 30, 2012.

Ted Underwood, "[We Don't Already Know the Broad Outlines of Literary History](#)" The Stone and the Shell blog, Feb. 7, 2013.

VIII. Web Based History Exhibits

Dan Cohen and Roy Rosenzweig, "[Designing for the History Web](#)" in Digital History (2006).

Martin R Kalfatovic, Creating a winning online exhibition : A guide for libraries, archives, and museums (2002), Chapter 1-3, Chapter 8, and Appendix B: "Online Exhibitions Versus Digital Collections," "The Idea," "Executing the Idea," "Design," and "Sample Exhibition Script." [PDF](#)

Allison Marsh, "[Omeka in the classroom: The challenges of teaching material culture in a digital world](#)," Literary and Linguistic Computing, June 2013.

IX. Building a Web Based Audience

Kate Theimer, [Chapter 1, "Web 2.0 Basics"](#) in *Web 2.0 Tools and Strategies for Archives and Local History Collections* (2010).

Robert S. Wolff, "[The Historian's Craft, Popular Memory, and Wikipedia](#)," in *Writing History in the Digital Age*, Spring 2012 version.

Trevor Owens, [Crowdsourcing Cultural Heritage: The Objectives are Upside Down](#), Trevor Owens' blog, Mar. 2012.

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TBA

Blog and Vlog Posts

Throughout the semester, each student will maintain an online blog post via the website www.wordpress.com. Students will be allowed to view each others blog post and comment. Along with each blog post students will also include a vlog (video diary) commenting on the topic. Your blog post should be no more than 750 words each and your vlogs can be anywhere from 2-3 minutes. You can post your vlog post to your blog.

What is Digital History/Digital Humanities-100pts
(August 25, 2017)

Newspapers: A Source of History-100pts
(September 22, 2017)

Digital Access to Online Newspapers-100pts
(October 20, 2017)

The Future of Digital Humanities/History at an HBCU-100pts
(November 29, 2017)

Story Map and Timeline Digital Project

(November 10, 2017)

Story Map and Story Timeline are two interactive tools that can be instrumental in spreading history on a digital platform. Choosing a newspaper from the African Newspaper micro-film collection held at North Carolina Central University Library or the online Readex collection which can be accessed at Duke University choose one newspaper to create a short history the newspaper. Your digital project should show the evolution of the newspaper and its overall impact. You will use websites: www.storymapjs.com and www.storytimelinejs.com.

Story Map-100pts

Story Timelines-100pts

Press Restrictions-50pts

Using the website www.omeka.net the class will create a web presence which highlights the restrictions placed on the African press industry dating back to the period of colonial rule through today. Students will find laws passed to restrict press and newspaper coverage of the law being passed. Students will be asked to post 5 press restriction laws throughout the semester.