(1) HUM 3830 Intro to Digital Humanities (Janz)

This course provides an introduction to the application of digital tools to humanities questions, and contextualizes these questions and applications within the cultural changes that pervasive digital technology has brought about. The purpose is to familiarize students with ways in which digital technology has both transformed humanities research, and enabled humanities scholars to maintain the essence of their work in a new age. This course serves as a core course in the digital humanities minor.

Required Texts:

(2) ENG 3XXX Tools for Digital Humanities (McDaniel—Jon F)

Course Overview

Tools for Digital Humanities is a core course in the Digital Humanities minor. Students will learn how the World Wide Web and other emerging technologies like video games affect humanities research. Students will also learn a core set of production skills for the web and game design so that they can participate in multidisciplinary humanities projects and research teams.

Course Objectives

1. Students will understand how to use emerging technologies to conduct and disseminate humanities research.
2. Students will understand the role of the World Wide Web and related publishing technologies in the humanities.
3. Students will understand the role of Video Games and Game Design in humanities research.
4. Students will produce a project that demonstrates their understanding of the technologies used to build games and websites.

Required Texts and Materials


(3) ENC 3417 Literacy, Technology, Writing (Walls)

Digital tools, technologies, and spaces have, in many ways, radically transformed both literacy and writing practices. In other ways, however, our understanding of digital tools, technologies, spaces haven’t transformed to adapt much of an impact. In this class, we’re going to explore the ways in which digital tools, technologies, and spaces have changed our current intellectual, professional, and personal theories of literacy, writing, and technology itself. We’re going to do so from several directions:
First, we will develop a critical understanding of the study of Literacy as an ecological practice. Second, we’re going to read about, explore, research, analyze, argue about, and critique the ways in which digital tools, technologies, and spaces have transformed (and are continually transforming) the ecologies of literacy and writing practices. Third, we’re going to create, design, craft, mash, mix, and produce using digital tools, technologies, and spaces, and reflect on the ways in which such practices enhance, inform, or change our relationship to a multitude of literacy and writing practices.

Course Texts:


(4) ENG 3817 Digital Archives (Kamrath)

As the world increasingly become “digital,” it is important to understand how new forms of texts and reading require, as Matthew G. Kirschenbaum and Doug Reside note, “new work habits, new training, new tools, new practices, and new instincts.” This course examines the development and function of digital archives from a practical “hands on” perspective. In focusing on the creation, management, and preservation of electronic texts and images as it relates to digital archives and related topics, we will gaining experience with image scanning, OCR use, text-encoding processes, and other skills. We will also discuss copyright law and apply digital archive principles and practices by using Omeka, an open source web-publishing platform, as part of a course project. In addition to understanding how metadata is used with electronic objects and records, we will become familiar with the basics of “web archiving.”

This course uses an interdisciplinary digital humanities approach to the study of archives, and employs active learning activities and critical reading and writing to understand how digital representation is constantly changing relative to user needs and advancements in technology. In addition to skills assignments and a collaborative team project, the course has midterm and final exam.

(5) ENC 4414: Writing and Hypertext (Applen)

This course is a restricted elective in the Technical Communication major and Digital Humanities minor and was designed with humanities students in mind, so if you haven’t had any prior experience with hypertext technology, this is fine. All majors are welcome. In this course, we will work on our writing skills, our Web site architecture skills, and our technical coding skills based on CSS and HTML to produce 1) a personal Web site, and 2) an informational Web site that you build from a ten-page term paper you write for this course on anything to do with digital humanities or technical communication.

By the end of the semester, you will assume the following roles:

A competent technician— One who knows how HTML and CSS work to create electronic documents and who can construct Web sites from scratch with them. All competent writers can extend the reach of what they write by knowing how to apply these technologies. It is important not to be intimidated by these technologies because they are really not that difficult to learn; good writers can become skilled
coders and do not always need to depend on other “technicians” or HTML/CSS editors.

A competent rhetorician — One who can identify the rhetorical effects of all texts and how these effects can inform a writer or Web site architect’s decisions about her own work and allow her to become a discerning consumer of other information found on the World Wide Web. A working knowledge of rhetoric supports all of the other skills described in this book.

A competent writer — One who understands what clear and effective writing is and how it can be applied to documents found on the World Wide Web. Being able to encode someone else’s writing and other texts using HTML and CSS for a Web site is one thing, but being able to write well, which means being able to research and describe your own ideas or document the ideas of others with whom you work, is equally important. Additionally, breaking down this information and then organizing it into hyperlinked bodies of text is a role the writer needs to assume.

A competent media theorist — One who recognizes in what manner a hypertext document both communicates and shapes our understanding of the information it presents to us. This requires a critical knowledge of the communication practices that have been in play in our civilization over the last twenty-five hundred years and how they compare to the skill of writing.

(6) ENC 4932H Writing in Digital Environments (Walls)

Writing in Digital Environments is a class that explores digital writing for both humans and machines. As such, the class will ask you as students to approach a variety of writing and coding situations not from a “coder” mentality but from a “writers” mentality. Some parts of this class are “technical” in nature but you should not let that scare you off (alternatively, you should not think this class will be a cake walk because you know Python!). Approaching digital environments from a “writers” perspective means paying attention to code but also paying attention to things like digital rhetoric, cultivating communities both online and off, access, and network logic.

The topics we cover, the readings we do, and the discussions we have in this course should help us to:

- explore and understand digital writing spaces as deeply rhetorical spaces;
- better understand the multiple and layered elements of digital writing conventions and digital documents;
- learn to use social media tools for collaborative work;
- learn the modes, consequences, some of the responsibilities and dangers of different kinds of digital participation, from curation to blogging;
- understand the sociocultural dynamics of digital writing spaces;
- distinguish the characteristics and methods, advantages and pitfalls, of virtual communities, smart mobs, collective intelligence, crowdsourcing, social production, collaborative consumption and wiki collaboration;
- recognize the ways the structure and dynamics of networks affect the behaviors of populations, the elements of applying of social network analysis to online culture, the dynamics of social capital online, the steps necessary to cultivate personal learning networks;
- become more effective writers and communicators in print and digitally mediated spaces;
become familiar with competing perspectives on social media practices and their effects; learn how to make analytic arguments regarding key debates around the use of social media;

Additional Resources (French):

(1) Zotero – Digital Humanities Education [http://www.zotero.org/groups/digital_humanities_education](http://www.zotero.org/groups/digital_humanities_education)

(2) Digital Humanities Resources for Student Project-Building, Curated by Alan Liu [http://dhresourcesforprojectbuilding.pbworks.com/w/page/69244243/FrontPage](http://dhresourcesforprojectbuilding.pbworks.com/w/page/69244243/FrontPage)

Guides, tools, and other resources for practical work in the digital humanities gathered for his students by Alan Liu, University of California, Santa Barbara. This selection is not intended to be comprehensive and is under continual development. Selections are biased toward free tools or tools with generous trial periods available for student use.

(3) Digital Humanities Bootcamp: Two Days of DH for UCLA Grad Students [http://dhbasecamp.humanities.ucla.edu/bootcamp/](http://dhbasecamp.humanities.ucla.edu/bootcamp/)

DH Bootcamp at UNL [http://dhbootcamp.wordpress.com](http://dhbootcamp.wordpress.com)