

**HISTORY 3100  
DIGITAL HISTORY**

Spring 2018. Tuesday 10:50 - 1:30

**Professor Paul Harvey** <http://paulharvey.org/about>  
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**COB 2055; ext. 4078**      **Office hours Thurs 11:30 – 1:30**      [pharvey@uccs.edu](mailto:pharvey@uccs.edu)

This course seeks to introduce students to new digital worlds of teaching and research in history, and to provide you experience in creating digital history presentations. Our goal is to spread historical knowledge and argumentation to a broad public audience. We will also be experimenting with a “hybrid” course structure, in which part of the class will be conducted in person and part will be online.

The core result of this class is a digital history project. Through the semester, we will work together with historical data to form an original research question and, using the tools introduced throughout the course, create a digital history site answering those questions and guiding others through the process of your research.

**Course Goals and Learning Objectives:**

1. Gain an introductory technical knowledge of digital tools that can be useful to historians and humanists more generally, and an in-depth knowledge of one or two.
2. Evaluate the present scholarship on, and philosophical debates about, the digital humanities
3. Learn to apply technical knowledge about digital tools to a substantive and complex historical question.
4. Create a publicly available digital project that makes a substantial contribution to the ken of knowledge on a particular historical subject

**Assignments**

**Discussion Boards:** You will complete four discussion board assignments over the course of the semester. I expect more than just a summary of the readings. Think about the kinds of questions they raised for you, the themes and issues that emerged across the readings, and how those readings might relate to the previous week’s readings. During some weeks you’ll also have homework exercises that get you hands-on with a tool. If that’s the case, your post should put the readings in conversation with the tool(s) used during the week.

**Class participation:** Come to class prepared to discuss the texts and share ideas about the readings and digital tools or methods you worked with over the course of the week. Participation points are determined by your contribution to the discussion, in addition to the discussion questions you submit to the course discussion board. Doing careful readings of the texts, raising questions about what you’ve read, and contributing thoughtfully to class discussion will ensure success.

**Digital history project:** The core of the course will be an original digital history project. The final project should be substantial and engage with both the history and the methods learned in the course. Your project will be available to the public and thus will become part of the ken of historical knowledge on the subject you choose. Note: as an alternative assignment, you may also take the MOOC course “Deciphering Secrets.” More info on that will be provided in class.

**Texts**

Eileen Gardner and Ronald Musto, *The Digital Humanities: A Primer for Students and Scholars* (Cambridge University Press), 978-1107601024.

Jack Dougherty, ed., *Writing History in the Digital Age* (University of Michigan Press), 978-0472052066. This book is available for free online at: <https://quod.lib.umich.edu/cgi/t/text/text-idx?cc=dh;c=dh;idno=12230987.0001.001;rgn=full%20text;view=toc;xc=1:g=dculture>

“The Promise of Digital History,” article from the *Journal of American History*, available in various locations, through J-STOR, and at <https://sites.nd.edu/digitalhistory/2016/01/24/jah-interchange-the-promise-of-digital-history/>

Rebecca Onion, “Five Digital History Projects that Dazzled Us in 2015,” [http://www.slate.com/blogs/the\\_vault/2015/12/18/five\\_digital\\_history\\_projects\\_that\\_dazzled\\_us\\_in\\_2015.html](http://www.slate.com/blogs/the_vault/2015/12/18/five_digital_history_projects_that_dazzled_us_in_2015.html)

Rebecca Onion, “Five Fascinating Digital History Projects We Loved in 2016,” [http://www.slate.com/blogs/the\\_vault/2016/12/30/five\\_great\\_digital\\_history\\_projects\\_from\\_2016.html](http://www.slate.com/blogs/the_vault/2016/12/30/five_great_digital_history_projects_from_2016.html)

Rebecca Onion, “Five More Compelling Digital History Projects We Loved in 2016,” [http://www.slate.com/blogs/the\\_vault/2017/01/05/some\\_of\\_the\\_most\\_browsable\\_history\\_sites\\_we\\_encountered\\_in\\_2016.html](http://www.slate.com/blogs/the_vault/2017/01/05/some_of_the_most_browsable_history_sites_we_encountered_in_2016.html)

Roger Martinez, et al., “Telling Stories: Historical Narratives in Virtual Reality,” pdf provided in course Canvas site. Read together with digital history site <http://decipheringsecrets.com>

**PAPER, CLASSROOM ASSIGNMENTS, GRADING**

All assignments will be submitted online, except for discussions questions that you will bring to class on weeks where we will be discussing the readings. Discussion Board posts will be due on online days, when there will not be an in-person class period (Feb. 13, Feb. 27, Mar. 13<sup>th</sup>, and April 10<sup>th</sup>). There will also be a paper required for the each of the 2 major texts of the class, as well as a review of a digital history site.

Review of Digital History Site	100 points
Class Attendance and Participation	100 points
Discussion Board Posts (4 X 25 points each)	100 points
Paper or online project on <i>The Digital Humanities</i>	200 points
Paper or online project on <i>Writing History in a Digital Age</i>	200 points
Final Project	300 points

Grading Scale: 940 – 1000 = A	900 – 940 = A-	870-900 = B+
830 – 870 = B	800 – 830 = B-	770- 800= C+ etc. etc.

## COURSE SCHEDULE

- Jan. 16 Survey of the field of Digital History
- Jan. 23 Discussion of *Writing History in a Digital Age* and articles by Rebecca Onion
- Jan. 30 Discussion of *Writing History in a Digital Age* and articles by Rebecca Onion
- Feb. 6 **Guest Lecture: Leah Davis Witherow, on “The Story of Us”**  
Presentations on other Digital History projects  
Discussion of “The Promise of Digital History,” from *Journal of American History*  
1<sup>st</sup> discussion board assignment due today, posted on Canvas
- Feb. 13 **Online Day:** Blackboard Discussion Assignment #1 due today  
Paper on Digital History Site Due today (submit online)  
Paper on *Writing History in a Digital Age*, due today (submit online)
- Feb. 20 Skype Discussion with Roger Martinez about *Deciphering Secrets* and article “Telling Stories,” and Omeka workshop with Amy Haines.
- Feb. 27 **Online Day:** Blackboard Assignment #2 due, and initial steps in setting up Omeka
- Mar. 6 Discussion of Gardner/Musto, *The Digital Humanities: A Primer*
- Mar. 13 **Online Day**  
Paper or online project on *The Digital Humanities* due (submit online)  
Skeleton of final project online (home page, etc.) due  
Blackboard discussion assignment #3 due
- Mar. 20 **Guest lecturer Chris Cantwell, University of Wisconsin, Milwaukee**  
**Digital history workshop with Professor Cantwell**
- Mar. 27 Spring Break
- April 3 Class Discussion: Working through Problems with Omeka
- April 10 **Online Day and Individual meetings with students**  
Blackboard Discussion assignment #4 due
- April 17 Free Day to Work on Projects
- April 24 Conference: Digital History Presentations to History Department
- May 1 Final Projects Due. Final Blackboard response reflecting on your assignment.

### Final Project

In this course, you are required to complete a substantial web-based, digital history project, that has been approved by your instructor. The topic is completely up to you, the only requirement is

that it is a substantial project in History, with research akin to what you might do for a 15-20 page research paper (almost a senior thesis level of research, in other words).

### **Here are some ideas:**

Develop an online lecture on a particular topic that combines text, audio and visual materials. See this example here from 2 students at CSU Pueblo, [Steel Works YMCA: The Legacy of Building Health, Happiness, and Fellowship](#), an example of a student-developed digital History project using archival materials. You could do much the same with materials from the Pioneers Museum, the U.S. Olympic Committee, or even the UCCS Archives. Or have a look at some of the projects that were completed for [National History Day](#).

Create an interpretation of a major event, such as for the Civil War, as seen in the [Valley of the Shadow](#) website. Or do the same through a history podcast or some other form of digital presentation, history game, or other form of digital presentation. Or just google a topic that interests you and “digital history,” see if there is one that is available and use it as a model.

### **SHORT SELECTED LIST OF SOME DIGITAL HISTORY SITES TO INVESTIGATE**

Besides the digital history sites covered in the three articles by Rebecca Onion in *Slate* online magazine, here is a short list of some other important ones to peruse as possible models for your own much smaller projects. You should choose one of these, or one from the *Slate* articles, for your paper analyzing one particular digital history site. And there are many, many others listed in *Writing History in a Digital Age*.

Visualizing Emancipation: <http://dsl.richmond.edu/emancipation/>

Valley of the Shadow Project: <http://valley.lib.virginia.edu/>

Cultural Equity: The Alan Lomax Archive of American Folk Music:  
<http://research.culturalequity.org/home-audio.jsp>

Imaging the French Revolution: <http://chnm.gmu.edu/revolution/imaging/home.html>

Envisaging the West: Thomas Jefferson and the Roots of Lewis and Clark: <http://jeffersonswest.unl.edu/>

Railroads and the Making of Modern America: <http://railroads.unl.edu/>

The Spatial History Project: <http://www.stanford.edu/group/spatialhistory/cgi-bin/site/index.php>

The Texas Slavery Project: <http://www.texaslaveryproject.org>

Digital Dante: <http://dante.ilt.columbia.edu/>

Digital Medievalist: <http://www.digitalmedievalist.org/>

Digital Dead Sea Scrolls: <http://dss.collections.imj.org.il/>

Mapping the Republic of Letters: <http://republicofletters.stanford.edu/>

Stanford Geospatial Network Model of the Roman World: <http://orbis.stanford.edu/>

Do History (from *Midwife's Tale*): <http://dohistory.org>

Slaving Revolt in Jamaica: A Cartographic Narrative: <http://revolt.axismaps.com/>

Slaving Voyages: <http://slavingvoyages.org>

The Tacoma Method (anti-Chinese riots in Tacoma): <https://www.tacomamethod.com/about/>

Women and Social Movements Project: <http://womhist.alexanderstreet.com>

“Wealth and Health of Nations,” <http://www.gapminder.org/world/>.

“American Elections, 1840-2008,” <http://dsl.richmond.edu/voting/elections.html>.

Nursing Clio (history, politics, gender, medicine): <https://nursingclio.org/about/>

Deciphering Secrets: <http://www.decipheringsecrets.com/>

OTHERS WILL BE ADDED HERE TO THE COURSE BLACKBOARD SITE AS THE CLASS PROGRESSES, AND I SOLICIT YOUR RECOMMENDATIONS AS WELL

### Campus Policies

So as not to make this syllabus as long as another book, please refer to the links below for campus policies regarding disability, classroom conduct, withdrawal, and other issues. (Click on the links from the syllabus posted in Canvas).

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**Disability Services:** if you need a disability accommodation. *If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to register with Disability Services and provide them with documentation of your disability. They will work with you to determine what accommodations are appropriate for your situation. To avoid any delay, you should contact Disability Services as soon as possible. Please note that accommodations are not retroactive and disability accommodations cannot be provided until a Faculty Accommodation Letter has been given to me. Please contact Disability Services for more information at Main Hall room 105, 719-255-3354.*

**Student Code of Conduct and Behavior Policy:** classroom conduct guidelines

**Course Withdrawal Policy:** if you need to withdraw from the course

**Resources for Veterans:** Link with resources for military veterans

**Writing Center:** for help with your Writing, reviews of drafts, citation guidelines, etc.

**Plagiarism:** Please read the link carefully. Students caught using material without proper use of quotation marks and citations will automatically receive an F for the course, and be reported to the Dean.

**Phi Alpha Theta:** History Majors with a GPA of 3.0 or above, please consider joining Phi Alpha Theta, the national history honors society. To join, please talk to Professor Samantha Christiansen in the History Department.

### **History Department Blog**

History Majors: Please bookmark and follow the History Department blog (<https://uccshistory.wordpress.com>), for updates on department meetings, doings, awards, scholarships, fellowships, etc. *“Follow” the blog and you will receive 5 bonus points for this course! (I will know when you follow as I will receive an email*