LIS 9372 650: Special Topic: Digital Humanities and Library and Information Science
Fall 2023

Instructor Information

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Class Information

Dates: September 12 2023 – December 12 2023
Time: Tuesdays 5:00PM to 6:30PM | Async Labs
Classroom: Zoom

Course Description

How are computation and digital technology affecting the study of culture and humanity? This class aims to introduce library science students to new and emerging technologies used for cultural analysis in disciplines such as literary studies, history, and new media studies, among others. In doing so, it introduces library science students to what has become known as the digital humanities (DH). This course introduces this discipline by establishing fundamental debates through key works in the field/discipline/methodology, which together make up the digital humanities. In addition to exploring key texts, this course encourages students to find, play, break, and experiment with new and emerging DH tools. The main vehicle for this will be a series of "Researcher Asks" assignments, explained in more detail below.

The aim of this course is two-fold: 1) to engage critically with existing methods and practices in the computational study of culture, including large-scale text analysis, topic modeling, social network analysis and geospatial visualization; 2) to offer students a creative platform to collectively develop new ideas and explore technological tools. By the end of this course, students will be conversant with the popular methods and tools in DH, and will be able to support researchers with digital humanities-like inquiries. *Prerequisites or programming experience are not required*. An open-mind and a willingness to try new things certainly are. Those with even a mild interest in the intersection of information science, computer science, technology, and the study of culture are encouraged to enroll.

Enrollment in this course is restricted to graduate students in LIS, as well as any student that has obtained special permission to enroll in this course from the course instructor as well as the Graduate Chair (or equivalent) from the student's home program. *Program Prerequisites: LIS 9003*.

Thanks

One amazing benefit of the internet is that it's made it nearly impossible to justify the erection of barriers to information and knowledge. I owe a great debt to instructors that have made their lesson plans and assignments openly available for me to consult as I created this syllabus, including Andrew Piper, Chris Foster, Ryan Cordell, Alan Liu, Matt Milner, Melanie Walsh, among others.

Course Objectives

After this course, you will be able to. . .

- Describe the main tenets of digital humanities by pointing to prevailing debates and opinions on the field;
- Describe how librarianship interfaces with DH efforts;
- Identify a range of open-source technologies and reflect on how these tools help or hinder cultural analysis;
- Scope, design, and prototype digital humanities research projects;
- Explain where to find and use documentation to learn how to use technology.

Program Learning Outcomes

Upon successful completion of readings, assignments, and class participation, students will be able to:

- Apply a critical understanding and articulate the concept of digital humanities and its relationship to library and information science (PLLO 1, and 2)
- Recognize and comprehend the potential issues surrounding digitization and accessibility of library materials (PLLO 4)
- Use and evaluate a wide breadth of tools necessary to support DH scholars in an academic institution (PLLO 6, and 8)

Texts & Software

Matthew Gold, *Debates in the Digital Humanities*, Vol. 1-3. Available as open access ebooks here: https://dhdebates.gc.cuny.edu/

Jentery Seyers, *Making Things and Drawing Boundaries: Experiments in the Digital Humanities.* Available as open access ebooks here: https://dhdebates.gc.cuny.edu/projects/making-things-and-drawing-boundaries
Additional readings will be available via OWL. *Graduate school is expensive enough; I am dedicated to making this a zero-resources-cost course for you.*

A note on software: Part of this class will involve experimentation with software. All of the software we'll be engaging with will be open source (free to use). All software will be available for OSX and

Windows (and Linux, I guess, if you roll that way). You won't need a super computer to install and run this stuff; if your machine is less than 5 years old I think you should be okay. Having said that, if you have concerns about your machine's ability to run software, let me know and we'll work something out.

Class Attendance and Participation

I expect you to attend synchronous sessions on Tuesday afternoons, on Zoom. Please be prompt, present, and ready to participate. If you can't make it, please let me know ahead of time. The rest of the class will be asynchronous on OWL and Google Colab, meaning that you will be responsible for your own time.

Health and Wellness

Students who are in emotional/mental distress should refer to MentalHealth@Western for a complete list of options about how to obtain help. http://www.uwo.ca/uwocom/mentalhealth/

Accessibility

Western is committed to achieving barrier-free accessibility for all its members, including graduate students. As part of this commitment, Western provides a variety of services devoted to promoting, advocating, and accommodating persons with disabilities in their respective graduate program.

Graduate students with disabilities (for example, chronic illnesses, mental health conditions, mobility impairments) are strongly encouraged to register with Accessible Education Western (AEW), a confidential service designed to support graduate and undergraduate students through their academic program. With the appropriate documentation, the student will work with both AEW and their graduate programs (normally their Graduate Chair and/or Course instructor) to ensure that appropriate academic accommodations to program requirements are arranged. These accommodations include individual counselling, alternative formatted literature, accessible campus transportation, learning strategy instruction, writing exams and assistive technology instruction.

Statement on Academic Offenses

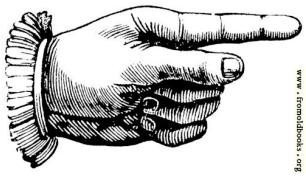
Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site: http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_grad.pdf

Statement on the use of ChatGPT or other language models

ChatGPT, an AI-powered language model, can be used to supplement your learning in this class. If you leverage ChatGPT (or other LLM) for this course, I encouraged to explain its application and articulate how it helped or enhanced your understanding of the subject matter. This approach aims to foster critical thinking, creativity, and a deeper engagement with the course material by interacting with AI technology. [This statement was crafted by ChatGPT]

Grading

Your course grade will be determined by the following assessments:



Tool Review	15%
Tool Documentation	15%
Group Facilitation	20%
Final Assignment: "Faculty Ask" (with presentation)	30%
Participation (lab hand-in, lecture discussion, and OWL)	20%

Tentative Schedule

The following is a *tentative* schedule for course lectures. We will meet weekly, on Tuesdays from 5-6:30PM. In addition, students will need to complete an asynchronous component (think of these as labs, where you get to test/play/experiment with technology).

Day...	Topic...	Lab	Read/Due
09/12	Introduction	Environment Setup	[1][2]
09/19	Setting the Stage Pt.2	Painless intro. to Colab and Python	[3][4][5]
09/26	DH and LIS	DH Scan and Interview	[6][7]
10/03	Text and Technology	Analyzing Textual Data	[8][9]
10/10	Everyone Likes a Map	Clean and Map Cultural Data	[10][11]
10/17	Network Graphs	Going for it with Gephi	[12][13]
10/24	Collecting, Preserving, Exhibiting	Github and CollectionBuilder Part 1	[14][15]
10/31	FALL READING WEEK	Seeing with Computer Vision*	
11/07	Born Digital Documents	CollectionBuilder Part 2	[16][17]
11/14	DH Beyond the Academy	Interview: Dr. Allen Romano	[18][19]
11/21	Why is DH So White?	Archiving the Web	[20]
11/28	Labour, Proj. Management, and Shiny Things	Interview: Tim Ribaric	[21][22]
12/05	Faculty Ask Presentations	Interview: Dr. Manu Lopez	[23]
12/12	More Asks, and Retrospective	Final feedback	[24]

* note that this lab is not mandatory so you need not hand it in, but will be very cool and will build on the previous lab.

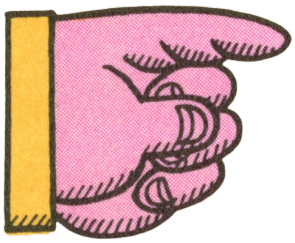
Readings

The following is a *tentative* reading list for the fall. The numbers in the "Read/Due" column above correspond to the number next to the citation below.

[1] Eric Weiskott, There's no such thing as the Digital Humanities, *Chronicle*

[2] Stephen Marche, Literature is Not Data: Against Digital Humanities, *LARB*

[3] Read at least 2 from the LARB series: https://lareviewofbooks.org/feature/the-digital-in-the-humanities/



[4] Sco Selisker and Holger Syme, In Defense of Data: Responses to Stephen Marche's 'Literature is not Data, *LARB*.

[5] Matthew Kirschenbaum, What Is Digital Humanities and What's It Doing in English Departments?, in *Debates in the Digital Humanities* (2012).

[6] Ada Ducas, Nicole Michaud-Oystryk, and Marie Speare, Reinventing Ourselves: New and Emerging Roles of Academic Librarians in Canadian Research Intensive Universities, *C&RL*

[7] Christopher Millson-Martula and Kevin Gunn, The digital humanities: Implications for librarians, libraries, and librarianship, *College & Undergraduate Libraries*

[8] Susan Hockey, A History of Humanities Computing, *A companion to digital humanities*, Part II Chapter I.

[9] Stéfan Sinclair and Geoffrey Rockwell, Text Analysis and Visualization: Making Meaning Count, *A New Companion to Digital Humanities*, Chapter 19

[10] Kirsten Belgum, Keith Handley, and Rachel Bott, Mapping travel writing: a digital humanities project to visualise change in nineteenth-century published travel texts, *Studies in Travel Writing*.

[11] Amelia Kallaher and Alyson Gamble, GIS and the humanities: Presenting a path to digital scholarship with the Story Map app, *College & Undergraduate Libraries*

[12] Scott Weingart, Demystifying Networks, *http://www.scottbot.net/HIAL/index.html@p=6279.html*

[13] Martin Grandjean, A social network analysis of Twitter: Mapping the digital humanities community, *Cogent Arts Humanities*

[14] Paige C. Morgan, The consequences of framing digital humanities tools as easy to use, *College & Undergraduate Libraries*

[15]
[16] Ian Milligan, History in the Age of Abundance: How the Web is Transforming Historical Research, Ch. 2: Web Archives and their Collectors

[17] Ian Milligan, Nick Ruest, Anna St. Onge, The great WARC adventure: Using SIPS, AIPS, and

DIPS to document SLAPPs, *Digital Studies*

[18] Tara McPhearson, "Why Are the Digital Humanities So White? or Thinking the Histories of Race and Computation," *Debates in the Digital Humanities (2012)*

[19] Catherine D'Ignazio and Laura Klein, What Gets Counted Counts, *Data Feminism*

[20] Amy E. Earhart, Can We Trust the University? Digital Humanities Collaborations with Historically Exploited Cultural Communities, *Bodies of Information: Intersectional Feminism and Digital Humanities*

[21] Bethany Nowviskie, Skunks in the Library: a Path to Production for Scholarly RD, *Journal of Library Administration*

[22] Shannon Lucky, Craig Harkema, Back to basics: Supporting digital humanities and community collaboration using the core strength of the academic library, *Digital Library Perspectives*

[23] Brett D. Currier, Rafia Mirza Jeff Downing, They think all of this is new: Leveraging librarians' project management skills for the digital humanities, *College & Undergraduate Libraries*

[24] Emilia C. Bell & Mary Anne Kennan, Partnering in Knowledge Production: Roles for Librarians in the Digital Humanities, *Journal of the Australian Library and Information Association*