

The Digital Past (Fall 2014)
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Requirements Procedures

Learning Goals

This course has five primary learning goals:

1. You will master the skills that make up the General Education Information Technology requirement. (See below)
2. You will do historical research and scholarship using a range of tools and resources that are available on the web.
3. You will become familiar with key issues in American Immigration History.
4. You will successfully develop and publish historical scholarship on the web, offering multiple analytical perspectives on research question of your choosing.
5. You will work collaboratively with other people towards a common goal. This type of collaboration will have life-long implications as you build professional skills.

To achieve these learning goals we will use a combination of reading, writing, exploring, and experimenting with digital tools and materials. Each week students will focus on a topic or a skill that will contribute their overall ability to ask and answer good questions about history. At the same time, students will need to actively undertake a number of practicum exercises designed to introduce new tools and skills.

Persistence and willingness to try many approaches will be a key to doing well in this course. For many, this work with digital tools will be a new experience, and it is important to remember that an important part of learning is failing. Not every exercise will go successfully, and we will all make mistakes. That failure can be productive, if it is channeled into reflective analysis.

Upper Division History Courses:

This is not an introductory history course. As an upper division elective, the course requires that you demonstrate some significant analytical skills in the course of doing historical research. Furthermore, the course demands effective use of primary sources, the synthesis of existing historical scholarship, and the crafting of clear and convincing arguments about the past. The pool for our historical work this semester will be American Immigration history. That topic will contain our work, but it will not constrain it. Students will be free to pursue a well-formed research question that reflects their individual interests during the course of the semester.

General Education Information Technology Requirement

This course satisfies the [University's information technology requirement](#), which has the following five goals:

1. Students will be able to use technology to locate, access, evaluate, and use information, and appropriately cite resources from digital/electronic media.
2. Students will understand the core IT concepts in a range of current and emerging technologies and learn to apply appropriate technologies to a range of tasks.

3. Students will understand many of the key ethical, legal and social issues related to information technology and how to interpret and comply with ethical principles, laws, regulations, and institutional policies.
4. Students will demonstrate the ability to communicate, create, and collaborate effectively using state-of-the-art information technologies in multiple modalities.
5. Students will understand the essential issues related to information security, how to take precautions and use techniques and tools to defend against computer crimes.

Unlike some other courses designed to satisfy the IT requirement, this course teaches the fundamentals of information technology within the context of a history course rather than as a set of abstract principles or discrete skills tied to particular software packages. But to make it more transparent which of the Gen Ed skills are being satisfied, the syllabus contains bracketed references to which of the five goals are addressed each week.

Technology Policy

Since this is a class focused both on history and digital tools, **students are required to bring a laptop to class**. We will work in small groups throughout the semester to complete our work, but things will go most smoothly if each student had a computing device with her during each class period.

While computing devices are welcome and encouraged in the classroom, they are to be used for course work and the tasks at hand. *Students who use their devices to engage in activity that is not directly related to the coursework will not receive credit for their practicum assignment that week.*

Please silence mobile computing alerts and ringers during class.

Working in an Active Learning Environment

This course takes place in an Active Learning Environment, which mean you **MUST** be present, you **MUST** participate, you **MUST** come prepared to work during each class period. Every class period will be used for productive collaboration with your classmates. During our two and a half hours together each week, you will gain experience doing history, developing information technology skills, and working with a range of tools that will be useful to you outside the context of this course. To be successful, you must be present in class to do the work.

- Reading and viewing of all materials for the week must be completed prior to the Tuesday class session.
- Students must come prepared to work with the materials and tools that we will concentrate on for the week. This means having fully reviewed the tutorials for the week, and having done some initial experimentation with the tools.
- Group work is not optional. It is a central element of doing digital history. It needs to be approached as an integral part of your work for the semester.
- Work that does not demonstrate engagement with the course materials and a good-faith effort to work with the tools will not be given credit.
- For full credit, all work must be fulfill the minimum requirements for completion by the date it is due. Working hard is not enough to earn a passing grade. *Late work will not be accepted.*

- Written work must be supported by direct evidence from primary and/or secondary sources. That work also must be fully documented using standard Chicago Manual of Style citations.
- *No incompletes will issued.*

Grading Distribution (100 points)

- Practicum Exercises (20)
- Blogging (10)
- Mid-term (15)
- Project (with Digital History Project Group) (45)
 - Project Proposal (5)
 - Project Contract (5)
 - Final Project (30)
 - Presentation (5)
- Collaborative Work and Peer Evaluation (10)

Grading Scale

- A = 94-100
- A- = 90-93
- B+ = 87-89
- B = 84-86
- B- = 80-83
- C+ = 77-79
- C = 74-76
- C- = 70-73
- D+ = 67-69
- D = 64-66
- D- = 60-63
- F = Below 60

Honor Code

GMU is an Honor Code university; please see the Office for Academic Integrity for a full description of the code and the honor committee process. The principle of academic integrity is taken very seriously and violations are treated gravely. What does academic integrity mean in this course? Essentially this: when you are responsible for a task, you will perform that task. When you rely on someone else's work in an aspect of the performance of that task, you will give full credit in the proper, accepted form. Another aspect of academic integrity is the free play of ideas. Vigorous discussion and debate are encouraged in this course, with the firm expectation that all aspects of the class will be conducted with civility and respect for differing ideas, perspectives, and traditions. When in doubt (of any kind) please ask for guidance and clarification.

Learning Disabilities

If you have a documented learning disability or other condition that may affect academic performance you should: 1) make sure this documentation is on file with Office of Disability Services (SUB I, Rm. 4205;

993-2474; <http://ods.gmu.edu>) to determine the accommodations you need; and 2) talk with me to discuss your accommodation needs.

Add/Drop

September 2, 2014 is the last day for students to add a class to their schedules. Similarly, September 2, 2014 is the last day for students to drop classes and receive a 100% refund. The last day a student can drop without obtaining special permission is September 26, 2014.

Assignments

Major Assignments

In-class Practicum Exercises (20)

These assignments will be completed in class, and in cooperation with two of your classmates. During our fifteen weeks together, we will have practicum exercises for ten weeks. Generally, the exercises will follow a pattern that consists of experimentation with the tool on Tuesday, and the use of that tool to create some new knowledge related to immigration history and your research questions on Thursday. While you will do this work collaboratively with your classmates by helping each other to understand the ways that the tools work and the ways that they help to inform our understanding of the past, you each will be responsible for producing some individual evidence of practicum work for each activity (Tuesday and Thursday).

Reflective Blog Posts (10)

By **(5 pm) Friday of each week** in which there are practicum activities, you will be responsible for writing a 300 word blog post (equivalent to one printed page) on your WordPress.com site. In these blog posts you should respond to the prompt for the week, and also reflect upon the connection between digital methods and our understanding of history, in this case immigration history. You may want consider answer the question following questions: What do I know now about doing history that I did not know before I used this approach? What new questions do I have after doing this activity? What questions remain unanswered? What would I do differently next time? How are these skills and approaches useful to me outside of the history classroom?

Mid-term Examination

On **October 16, 2014**, you will take a 30 multiple-choice question mid-term. This examination will include all of the technical material that have covered up to this point in the course, and it will serve as proof of mastery of many of the core elements of the General Education Information Technology Requirements. You will be required to provide your own scantron form for the examination.

Digital History Project

The culminating assignment for the semester will be a digital history project that you will build with your

group members using the Omeka.net web publishing platform. This project will allow you to explore a research question about immigration history while also demonstrating your ability to effectively use a range of digital tools to aid your historical analysis and to communicate your findings to a larger audience.

The penultimate version of the project will be due the week of May 1, 2014. That week, in conjunction with your Digital History Project group members, you will make a presentation about your work and the ways that it intersects with the other members in your group.

The final version of the project will be due on December 11, 2014. (There will be no final examination.)

Each digital history project should contain the following items:

1. Omeka.net site with a collection of primary sources in a range of types (at least 2 per student). The sources should be fully described using both Dublin Core and Item Type metadata.
2. At least one exhibit within that Omeka.net site that answers your research question. The exhibit should draw on evidence from the primary sources within the site and other key secondary literature from the field of immigration history (at least 5 books and/or articles). In total, the exhibit should include 2,500-3,500 words of well-crafted prose that offers your original argument in answer to your question. All use of secondary material should be fully documented using the Chicago Manual of Style for footnotes.
3. The inclusion of at least one interactive map within the exhibit or the site more broadly. You should offer an interpretation for how the map helps answer your research question.
4. The inclusion of at least one data visualization within the exhibit or the site more broadly. You should offer an interpretation for how the visualization helps answer your research question.
5. The inclusion of at least one large-scale textual analysis within the exhibit or the site more broadly. You should offer an interpretation for how the analysis helps answer your research question.
6. A comprehensive bibliography for the secondary sources informing your work.
7. An "about" page that offers a reflection on the research question and your rationale for organizing the site the way that you did.

Group work

You will receive a grade on your contributions to the group work, both on the practicums and on the digital history project. This grade will be based on two elements: your self-evaluation of your contributions over the semester, and on the evaluations offered by group members of one another.

Digital History Project Rubric

1. Primary Source Selection and Description:

- Have you collected enough primary sources of different types that work together to answer your inquiry question? (2 per student)
- Have you completed full metadata and contextual descriptions for each source as you have made them in to items in Omeka?
- Have you checked to make sure that each of your sources is free of copyright restrictions?



2. **Secondary Research:**

- Have you researched the historical work (journal articles, monographs, etc.) on your inquiry question? (at least 5 books and/or articles)
- Have you read and responded to the work of major scholars in your field?
- Have you directly engaged those scholars and their arguments in your digital history exhibit?
- Have you offered thorough and complete bibliographic citation for those sources using the Chicago Manual of Style format?

3. **Argument and Inquiry Question:**

- Have you clearly offered your own historical interpretation in answering your inquiry question? (A digital exhibit with 2,500 to 3,000 of narrative)
- Does your argument and narrative engage both your primary sources and the historical literature in the field?
- Have you adequately addressed your core audience in your work?

4. **Supporting Materials:**

- Have you worked to create the additional digital projects to support your argument?
- Have you included a map, a data visualization, and a large scale text analysis?

5. **Digital Exhibit Planning:**

- Have you clearly identified your research question and your rationale for organizing your site?
- Have you done a full copy edit review of your site to make sure it is clean of typos and grammatical errors?

Schedule Schedule

[Week 1: August 26 and 28: Introductions](#)

[Week 2: September 2 and 4: Historical Thinking and Digital History](#)

[Week 3: September 9 and 11: Primary Sources](#)

[Week 4: September 16 and 18: Security and Preservation](#)

[Week 5: September 23 and 25: Secondary Sources](#)

[Week 6: September 30 and October 2: Copyright and Intellectual Property](#)

[Week 7: October 7 and 9: Building the Pieces](#) (Group Project Proposal Due)

[Week 8: October 14 and 16: Mid-term](#) (No Class on Tuesday)

[Week 9: October 21 and 23: Working with Data](#) (Group Project Contract Due)

[Week 10: October 28 and 30: Spatial History](#)

[Week 11: November 4 and 6: Textual Analysis](#)

[Week 12: November 11 and 13: Project Work](#) (No Class)

[Week 13: November 18 and 20: Project Critique](#)

Week 14: Thanksgiving (No Class)

[Week 15: December 2 and 4: Presentations](#)

Final Projects Due: 5pm December 11

Week 1: Introductions

Preparation Materials

- [Formative Survey](#)
- [History of the Internet](#)
- [How the Internet Works in 5 Minutes](#)
- [WordPress.com Documentation](#)



- [RSS in Plain English](#) by CommonCraft
- Kraut, Alan M. "[Oscar Handlin and 'the Idea That We Are a Nation of Immigrants.'](#)" *Journal of American Ethnic History* 32, no. 3 (April 1, 2013): 26–36. doi:10.5406/jamerethnhist.32.3.0026.

In Class

1. Tuesday Activity:
 - Sign-up and set-up a [WordPress.com](#) site. This blog will serve as your portfolio site for the semester where you will post all of your work-product and complete your reflective blogging assignments.
 - Create the following categories for your posts: Practicum, Reflection, Project
 - Share URL with class by [filling out this form](#).
 - Meet your practicum group and subscribe to their RSS feeds using [Feedly](#).
2. Thursday Activity: Immigration stories:
 - Using your usual research methods, gather some data and sources about a topic of your choice related to your own immigration history.
 - Take notes along the way as you do your research. What are your search strategies? How successful are you at finding useful material? What are your criteria for judging what is reliable and useful and what is not?
 - Discuss your findings and your strategies with your Practicum Group.
3. Blog: Document your research process and findings from Thursday's activity on your blog. Consider your research questions, your search strategies, your methods of evaluation, and your ultimate findings. What do you know now about your topic that you did not know previously? What new and remaining questions do you have? In retrospect, how might you approach this task differently?

[IT Requirement: 1, 2, and 4]

Week 2: Historical Thinking and Digital History

- Sam Wineburg, "[Thinking Like a Historian.](#)" *TPS Quarterly*
- View "Why Historical Thinking Matters" <http://historicalthinkingmatters.org/why/>
- William Cronon, "[Getting Ready to Do History.](#)" *Carnegie Essays on the Doctorate*, Carnegie Initiative on the Doctorate, Carnegie Foundation, Palo Alto, 2004. Read pages 1-7. (pdf)
- Cohen & Rosenzweig, *Digital History*, ch. 1, "[Exploring the History Web](#)"
- [Google Docs \(Spreadsheets, Presentations, Charts\) Tutorials](#): Focus on Documents.

In Class

1. Tuesday Activity: Complete one of the student investigations from [Historical Thinking Matters](#). Once you have completed the activity, email the results to yourself and then post the text to your blog.
2. Thursday Activity: What does the digital history world look like? Review the following digital history sites. As a group develop a list of guidelines for evaluating those sites. What do you look for to know that a site is trustworthy? How do you know you can depend on it to help with your research? What do you like in a website? What makes it attractive and easy to use? What makes it difficult?



- [Gulag: Many Days, Many Lives](#)
 - [German-American Corner: History and Heritage](#)
 - [Documenting the American South](#)
 - [ConnecticutHistory](#)
3. Blog: Write about the process of completing the HTM investigation and working with the selected primary sources. What do you know now about the process of historical thinking? Given your experience with the primary sources in Activity 2 for the week, consider the ways that you might frame those sources to create an HTM-like investigation. How would you put it together and why? What additional research would you have to do to make your investigation usable?

Remember blog posts are due by 5pm on Fridays, and those posted after that deadline will not receive credit.

[IT Requirement: 1 and 4]

Week 3: Finding and Assessing Primary Sources

- Errol Morris, series on a Crimean War photograph: “Which Came First?” Parts [1](#), [2](#), [3](#);
- Morris on Photoshop, history, and [“Photography as a Weapon”](#)
- *History Matters*, [Making Sense of Evidence](#) (review at least two)
- [ThingLink](#)

In Class

1. Tuesday Activity:
 - Checking in on what we’ve learned so far.
 - Finding primary sources on the web: Search [teachinghistory.org’s website reviews](#) for sites in your field of interest in immigration history. These fields will need to be broadly conceived. Write a comparative website review of two sites (See the *Journal of American History’s* [Website Review Criteria](#). What seems familiar about these criteria? How would you edit or augment them?).
2. Thursday Activity: Locate three primary sources, each of a different kind, related to an inquiry question of your choice in immigration history (This is your chance to try out a new line of investigation.). Offer a close reading of each source based on the appropriate History Matters “Making Sense of Evidence” guide. Mark up at least one source using Thinglink; embed the results in your weekly blog post.
 - [Library of Congress, Immigration and Ethnic Heritage Collections](#)
 - [Topic Galleries](#), National Archives and Records Administration
 - [Digital Copies Records Search](#), National Archives and Records Administration
 - [Immigration to the United States](#), 1789-1930, Harvard Open Collections Program
 - [Ellis Island Foundation, Passenger Search](#)
3. Blog: Write about the process of locating and interpreting different kinds of primary sources. What are the core criteria you use to find and select primary sources to work with? What kinds of inquiry



questions can you ask given the primary source repositories that you've located on the web? What has been the most challenging type of source to interpret? Why? What kinds of sources are you looking for that you haven't been able to locate so far?

[IT Requirement: 1]

Week 4: Security and Preservation

Preparation Materials

- [Basic Computer Security](#)
- [Passwords Under Assault](#)
- Mat Honan, "[Kill the Password.](#)" *Wired* (November 15, 2012).
- Cohen & Rosenzweig, *Digital History*, ch. 2, "[Getting Started: The Basic Technologies Behind the Web.](#)"
- Cohen & Rosenzweig, *Digital History*, ch. 3, "[Becoming Digital](#)"
- [Digital Preservation Guide from the Library of Congress](#)
- [Digital Preservation in a Box](#)

In Class

1. Tuesday Activity:
 - Assess your own password security. Where are your areas of risk? How does this risk intersect with your academic work?
2. Thursday Activity:
 - Create a digital preservation plan for your data.
3. Blog: Reflect on your data security and preservation status, and plans for the future.

[IT Requirement: 3 and 5]

Week 5: Building a Context with Secondary Sources

- Conzen, Kathleen Neils, David A. Gerber, Ewa Morawska, George E. Pozzetta, and Rudolph J. Vecoli. "[The Invention of Ethnicity: A Perspective from the U.S.A.](#)" *Journal of American Ethnic History* 12, no. 1 (October 1, 1992): 3–41.
- W. Caleb McDaniel, "[How to Read for History](#)"
- W. Caleb McDaniel, "[How to Discuss a Book for History](#)"
- Wikipedia [article creation guidelines](#)
- [Introduction to Zotero](#)

In Class



1. Tuesday Activity: Secondary sources: locating, documenting, synthesizing (keywords, subject headings, book reviews)
 - Close-reading and building context: Work with your practicum group, create a shared Google Doc for your group that is accessible and free to comment for all who have the link. Use the reading for the week to help you devise an approach to reading and analyzing these sources. Compile a list of questions raised by selected primary sources. What specific steps would you need to take to answer those questions and to begin to understand what these documents tell us about immigration history (Don't forget to consider how these sources are related to one another. The answer will be complicated). Then, as a group develop a list of contextual information you would need to find to truly understand that source. For each element of context, suggest a way of locating that data. Share your results with me: sharonmleon@gmail.com.
 - [Hull House Nationality Maps](#) (first four maps) (1895)
 - Excerpt from Jacob Riis' [How the Other Half Lives](#) (1901)
 - ["Immigration by Race or People, 1899 to 1910?"](#) section (pages 44-46) from Croxton, Frederick C. *Statistical review of immigration, 1820-1910. Distribution of immigrants, 1850-1900.* Washington : G.P.O., 1911.
 - Franz Boas, ["The Instability of Human Types"](#) (1911)
 - Install and set-up Zotero
2. Thursday Activity: Context work:
 - Review the [GMU Libraries](#)(Catalog) site and how it works.
 - Explore GMU Libraries, Databases for History Research: <http://furbo.gmu.edu/dbwiz/hist>. Which of these databases will be useful for your research and why?
 - What can you find out on the open web? Tricks to working with Google: [Google Basic Search Help](#), [Google Operators](#), [Google Search Results Options and Tools](#), [Google Advanced Search](#)
 - Propose a research topic related to immigration history. Topics are different than inquiry questions. They encompass a larger universe of information, and should provide a broad context for moving forward with your future research. Another way to think about this as a list of cross-cutting subjects and fields that will require more reading from you.
 - Assemble and annotate a reading list of secondary material related to your topic/fields.
3. Blog: Refine your research interests based on your exploration of the secondary sources that are you discovered in your research. How has your focus changed?

[IT Requirement: 1 and 2]

Week 6: Copyright and Intellectual Property

Preparation Materials

- Cohen & Rosenzweig, *Digital History*, ch. 7, ["Owning the Past?"](#)
- [The Amen Break](#)
- [Copyright Criminals](#)
- Mason's Copyright Office PowerPoint presentation, ["The Basics"](#)



- [Creative Commons](#)

In Class

1. Tuesday Activity: Workshop research topics. Identify a range of open access primary and secondary sources. Review the following projects for topic and thesis. What is the structure? How did the creators build the site to support the thesis?:
 - [Gulag](#)
 - [Martha Washington: A Life](#)
 - [A More Perfect Union](#)
 - [Raid on Deerfield](#)
2. Thursday Activity: Assess the usage restrictions on the following materials:
 - [Thomas Jefferson's Notes on the State of Virginia \(1788\)](#)
 - [1924 Immigration Act May Never Get 1927 Test](#)
 - [Time Magazine Corpus of American English](#)
 - [TV Archive](#)
3. Thursday Activity: Select and justify a Creative Commons license for your blog.
4. Blog: As a group, develop a full research project proposal that includes your inquiry question, a discussion of primary source repositories, and a summary of the key works in the immigration history sub-fields that will be most relevant to your work during the rest of the semester. The best way to do this will likely be to co-author a document in Google docs.

In an individual blog post, you should share the the document URL. Your post should include the places you see yourself actively working in this research and the areas of the inquiry question that most interest you.

[IT Requirement: 3]

Week 7: Building the Pieces

Preparation Materials

- [What is Omeka.net?](#)
- [Omeka.net Documentation](#)
- Miriam Posner, "[Up and Running with Omeka.net.](#)" *The Programming Historian*, 2
- Introduction to Metadata
- [Introduction to HTML](#), Mozilla Developers Network
- [HTML Element Reference](#), MDN
- Miriam Posner, "[Creating an Omeka.net Exhibit.](#)" *The Programming Historian*, 2
- Steven Krug, "[How We Really Use the Web.](#)" *Don't Make Me Think: A Common Sense Approach to Web Usability* (2005, 2nd Edition).

In Class

**1. Tuesday Activity:**

- Omeka.net sign-up for a site. Configure your site with selected plugins and a theme.
- As a group make decisions about metadata for your source. Post the results of your shared description to your blog.:
 1. Groups 1 and 5: [Hull House Nationality Maps](#) (first four maps) (1895)
 2. Groups 2 and 6: Excerpt from Jacob Riis' [How the Other Half Lives](#) (1901)
 3. Groups 3 and 7: ["Immigration by Race or People, 1899 to 1910?"](#) section (pages 44-46) from Croxton, Frederick C. *Statistical review of immigration, 1820-1910. Distribution of immigrants, 1850-1900*. Washington : G.P.O., 1911.
 4. Groups 4 and 8: Franz Boas, ["The Instability of Human Types"](#) (1911).

2. Thursday Activity: Select two primary sources to add to your repository. Fully describe your primary sources using Dublin Core metadata and Item Type metadata. Blog about your organizational decisions.**3. Group work:** Your group project proposal should address three key components:

1. Your research question: "we are studying _____, because we want to find out who/how/why _____, in order to understand how/why/what _____." (1 point)
2. The 3-5 primary source repositories you will draw on to complete your project. You should develop your description of these repositories and their holdings so that a reader has a good idea of the kinds of sources and the content on which you will base your historical analysis. Don't forget to provide a link to each of the repositories. (2 points)
3. The 4-6 best secondary sources available on your project topic. You should offer a discussion of these sources, their arguments and their importance to informing your analysis going forward. Don't forget to offer a full bibliographical citation for each source. (2 points)

Please draft your project proposal using Google Docs and share it with my gmail address: sharonmleon at gmail.com. These proposals will be graded and are worth five points.

[IT Requirement: 2 and 4]

Week 8: Mid-term

No Class Tuesday

Mid-term: Thursday

The test will consist of 30 multiple choice questions that address all of the material we have covered through Week 7 of the semester. Please bring a scantron form with you to take the exam.

1. Group Work: Work on your group contract (Due October 23):

This co-authored document (Google Docs, shared with me) will serve as the formal charter for your group project. Each proposal should include:

- the inquiry question that the project aims to answer
- a summary of the primary sources that will be examined (selected from some list of open



access repositories)

- an annotated bibliography of key secondary sources that will inform the group's work (at least five books and/or journal articles)
- a discussion of the audience for the project
- a detailed work plan for the project that clearly outlines the roles and responsibilities of each member of the group and the time table for research and development of the final project elements

Once these elements have been finalized and agreed upon by the group, they cannot be altered.

Week 9: Working with Data

Preparation Materials

- [Direct Me NYC](#), NYPL Labs
- [OpenRefine](#)
- [Data Science Toolkit](#)
- [ManyEyes, V2](#): requires java plugin activation and will not work with Chrome
- [Visualize Free](#)
- [iCharts](#)

In Class

1. Tuesday Activity: Work with the [provided data](#) to clean it up and create a range of visualizations.
2. Thursday Activity: In your groups, assemble your own data to build a visualization related to your research:
 - Select a data source. You might use [The Historical Census Browser](#), or you might compile data from the [Dillingham Commission Reports on immigration](#), or you might find other good data sources within the [Harvard Open Collection repository](#).
 - Create a spreadsheet (using Excel or Google Drive) that includes the columns of data you want to visualize. Remember, in the words of [Hadley Wickham](#), "each variable is a column, each observation is a row, and each type of observational unit is a table."
 - Upload your data to [ManyEyes, V2](#), [Visualize Free](#), or [iCharts](#) and begin creating visualizations.
 - Take a screenshot of your most useful visualization and post it to your blog. Write a couple of paragraphs interpreting the data and explaining how it contributes to your efforts to answer your inquiry question.
3. Blog: Reflect on what kinds of data you can productively aggregate and visualize to advance your project.

[IT Requirement: 1, 2, and 4]

Week 10: Spatial History



Preparation Materials

- Jacobson, Matthew Frye. [“More ‘Trans-,’ Less ‘National.’”](#) *Journal of American Ethnic History* 25, no. 4 (July 1, 2006): 74–84.
- White, Richard. [“What Is Spatial History?”](#)
- [Google Maps Engine Lite](#) and the [support documents](#).
- [StoryMap](#)
- [Viewshare.org](#) (Sign up for an account so that you can work with the software in class.)
- [Urban Experience Chicago: Hull House and Its Neighborhoods](#)
- [Mapping DuBois](#)
- [Visualizing Emancipation](#)

In Class

1. Tuesday Activity: Test Google Map Engine Lite, StoryMap, and ViewShare
2. Thursday Activity: Produce a map that relates to your research topic/question.
3. Blog: What critical questions does spatial history raise for your project work? how you consider immigration history?

[IT Requirement: 1, 2, and 4]

Week 11: Textual Analysis

Preparation Materials

- Barrett, James R., and David Roediger. [“Inbetween Peoples: Race, Nationality and the ‘New Immigrant’ Working Class.”](#) *Journal of American Ethnic History* 16, no. 3 (April 1, 1997): 3–44.
- Daniel J. Cohen, [“From Babel to Knowledge: Data Mining Large Digital Collections.”](#) *D-Lib Magazine* Volume 12, Number 3 (March, 2006): 6-19
- [Google N-Gram Viewer](#), [Documentation](#)
- [Voyant Tools](#), [Documentation](#)

In Class

1. Tuesday Activity: Test Voyant, Google N-Gram. Use the articles on immigration as inspiration for your inquiries. Try to confirm or contradict arguments in the articles.
 - Start with texts from the [Internet Archive](#) or [Project Gutenberg](#), if you need materials.
 - Upload a pdf document to Google Drive using Optical Character Recognition. [You will have to change you upload settings](#).
2. Thursday Activity: Select a corpus that relates to your research/topic. Analyze and interpret those texts using the tools for the week.
3. Blog: How can distant reading and textual analysis help us understand immigration history? What



are the key targets of this analysis? What does it not reveal?

[IT Requirement: 1, 2, and 4]

Week 12: Project Work

Week 13: Project Critique and Presentation Planning

Project Critique

Briefly present your project to your critique partner group.

- Group 1 and 2
- Group 3 and 6
- Group 4 and 8
- Group 5 and 7

Using the [DH Project Rubric](#) as a template, craft a comprehensive and constructive review of your critique partner group's project using a Google Doc. Share that review with the group and with me. (Due Friday).

Presentations

Each group will put together a 5-7 minute presentation, in which each member contributes, that answers the following questions:

- Project Summary (Question, Argument, Sample Evidence)
- What difference do digital tools make to the process of doing history?

Group Collaboration Evaluations

Please complete the [evaluation form](#) for yourself and each of your group members.

Week 15: Presentations