

The Digital Past

HIST390, George Mason University, Spring 2023
Mondays & Wednesdays, 12:00-1:15 PM, Horizon Hall 3008
Professor Stephen Robertson - Email: srober30@gmu.edu

This course, which satisfies the [Mason Core IT requirement](#), prepares students to use and understand a wide variety of current and emerging digital technologies—everything from basic office software to more complex services such as databases and digital maps. It explores how technologies can augment the ability to produce, consume, process and communicate information, but also create challenges related to security, source reliability and automation. The 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. No background in history is required. Students will develop an analysis of a race riot in the twentieth-century United States.

| LEARNING OUTCOMES | WEEKS | ASSESSMENTS |
|--|--------------------------------------|--|
| You will be able to understand the principles of information storage, exchange, security, and privacy and be aware of related ethical issues | 1, 2, 3, 4, 9, 12, 13 | <ul style="list-style-type: none">• Digital Literacy Tests• Create data about events• Create a WordPress blog |
| You will become critical consumers of digital information; capable of selecting and evaluating appropriate, relevant, and trustworthy sources of information | 2, 3, 4, 5, 6, 9, 13, 14 | <ul style="list-style-type: none">• Digital Literacy Tests• Analyze a riot• Create data about events• Analyze a Wikipedia article |
| You will be able to use appropriate information and computing technologies to organize and analyze information and use it to guide decision-making | 3, 4, 5, 6, 7, 9, 10, 11, 12, 13, 14 | <ul style="list-style-type: none">• Create a text analysis• Create a timeline• Create a map |
| You will be able to choose and apply appropriate algorithmic methods to solve a problem | 4, 6, 7, 10, 11, 12, 13, 14 | <ul style="list-style-type: none">• Create data about events• Create a text analysis• Create a map |
| You will be able to publish and communicate information on the web | 1, 6, 10, 11, 13 | <ul style="list-style-type: none">• Analyze a riot• Create a text analysis• Create a timeline• Create a map |

To achieve these learning outcomes we will use a combination of reading, writing, exploring, and experimenting with digital tools and materials. Learning by doing is a central part of this course. That is, in most weeks you will engage in making or analyzing something using digital tools and media. Persistence and willingness to try many approaches will be a key to doing well in this course.

SCHEDULE

1/23: SET-UP

1/25: THE INTERNET & THE WEB

1/30: DIGITAL PRESERVATION

2/1: THINKING HISTORICALLY ABOUT RACIAL VIOLENCE

2/6: DIGITIZATION & OCR

2/8: THINKING HISTORICALLY ABOUT YOUR RACE RIOT

2/13: DATA

2/15: CREATING DATA

2/20: RIOTS IN NEWSPAPERS

2/22: RIOT INVESTIGATIONS

2/27: TEXT ANALYSIS

3/1: SEARCH

3/6: TEXT ANALYSIS REPORT BACK

3/8: **DIGITAL LITERACY TEST #1**

3/13: **SPRING BREAK**

3/15: **SPRING BREAK**

3/20: IMAGES OF RIOTS

3/22: IMAGES OF YOUR RIOT

3/27: TIMELINES

3/29: COPYRIGHT

4/3: TIMELINE REPORT BACK

4/5: MAPPING

4/10: ARTIFICIAL INTELLIGENCE (AI)

4/12: MAPPING REPORT BACK

4/17: UNDERSTANDING WIKIPEDIA

4/19: SECURITY

4/24: WIKIPEDIA ANALYSIS REPORT BACK

4/26: PRIVACY

5/1: MEMORIALIZING RACE RIOTS

5/3: **DIGITAL LITERACY TEST #2**

| ASSIGNMENT | GRADE | DUE |
|------------------------------------|-------|------|
| Class Participation | 10% | - |
| Analyze a race riot | 5% | 2/8 |
| Create a text analysis | 10% | 3/6 |
| Digital Literacy Test 1 | 15% | 3/8 |
| Create data about events in a riot | 10% | 3/20 |
| Create a timeline | 10% | 4/3 |
| Create a map | 10% | 4/12 |
| Annotate a Wikipedia article | 10% | 4/24 |
| Digital Literacy Test 2 | 15% | 5/3 |
| Review of analysis of a race riot | 5% | 5/15 |

CLASS PARTICIPATION: Participate in group discussions on February 8, March 6, March 22, April 3, April 12, April 24, and April 26

ANALYZE A RACE RIOT: Analyze the race riot you are studying by completing the form with the categories we developed in class, using just the information in the entry on your riot from Walter C. Rucker Jr. and James N. Upton, eds, *Encyclopedia of American Race Riots* (2007).

DIGITAL LITERACY TESTS: Provide short definitions of key terms and concepts.

CREATE A TEXT ANALYSIS: Use Voyant to analyze texts related to the riot you are studying. The primary focus of the assignment is newspaper stories, together with one riot investigation report.

CREATE DATA ABOUT EVENTS IN A RIOT: Identify events during the riot in the newspaper stories and investigation reports and secondary sources.

CREATE A TIMELINE: Use TimelineJS to create a timeline using your data about events and analyze what the patterns it highlights suggest about what happened during the riot

CREATE A MAP: Use kelper.gl to make a map using your data about events and analyze what the patterns it highlights suggest about what happened during the riot.

ANALYZE THE WIKIPEDIA ENTRY ON A RIOT: Annotate the Wikipedia entry on your riot with notes on what it includes and what is missing using your data about events and the encyclopedia entry and analyze how it presents the riot.

REVIEW OF ANALYSIS OF A RACE RIOT: How well does your initial analysis of your riot fit with your text analysis, timeline and map? Do those data visualizations change what label you think should be applied to your riot?

Required textbooks:

There are no textbooks for this course, but you are required to purchase webhosting and register a domain with Reclaim Hosting (the instructions are in Blackboard). You will use this service to install a WordPress blog on which you will post the course assignments. The cost of the webhosting is \$30 and the domain registration is an additional \$15.

Software:

This course uses Blackboard as the learning management system. You will need a browser and operating system that are listed compatible or certified with the Blackboard version available on the myMason Portal. See supported browsers and operating systems. Log in to myMason to access your registered courses.

COURSE ACTIVITIES & READINGS

Resource: Check the Digital Literacy Glossary for definitions of any terms unfamiliar to you: <https://drstephenrobertson.com/glossary/>.

Lecture Powerpoint Slides: The Powerpoint slides used in the lectures will be posted in the lecture folder after each class

Laptops: You will need laptops for in-class activities in most class meetings.

JANUARY 23: SET-UP

- Activity: Create a Reclaim Hosting Account

JANUARY 25: THE INTERNET & THE WEB

- Resource: Internet Diagram
- Resource: URL Diagram
- Activity: Install WordPress on Reclaim Hosting
- Activity: Setup your WordPress blog

JANUARY 30: DIGITAL PRESERVATION

- Reading: Web Archives
 - Jill Lepore, "The Cobweb: Can the Internet be archived?" *The New Yorker* (January 19, 2015) OR

- Preserving History," *PBS Newshour* (January 2, 2017), <https://www.youtube.com/watch?v=K8l28erYFLc>

FEBRUARY 1: THINKING HISTORICALLY ABOUT RACIAL VIOLENCE

- Readings: Definitions of a riot
 - Paul Gilje, "Introduction," *Rioting in America* (Bloomington: Indiana University Press, 1996), 4-8
 - David Halle and Kevin Rafter, "Riots in New York, 1935-2002," in *New York and Los Angeles. Politics, Society and Culture: A Comparative View* (Chicago: University of Chicago Press, 2003), 347-48.
- Resource: Timeline of Racial Violence
- Resource: Map of Racial Violence
- Readings: Labels for collective racial violence
 - POGROM: Charles Lumpkins, *American Pogrom: The East St. Louis Race Riot & Black Politics* (Athens: Ohio University Press, 2008), 8.
 - POGROM: Walter C. Rucker Jr. and James N. Upton, eds, *Encyclopedia of American Race Riots* (Greenwood, 2007), xxiii.
 - MASSACRE: Walter Johnson, *The Broken Heart of America: St. Louis and the Violent History of the United States* (New York: Basic Books, 2020), 241.
 - DISORDER: Amanda Seligman, "'But Burn--No": The Rest of the Crowd in Three Civil Disorders in 1960s Chicago," *Journal of Urban History* 37, 2 (2011): 247-48
 - REBELLION: Thomas Sugrue, *Sweet Land of Liberty: The Forgotten Struggle for Civil Rights in the North* (New York: Random House, 2008), 334.
 - RIOT: Malcolm McLaughlin, *The Long Hot Summer of 1967* (New York: Palgrave, 2014), 12-16.

FEBRUARY 6: DIGITIZATION & OCR

- Resource: Digital Images
- Reading: Why does digitization take so much time?
 - Why don't archivists digitize everything? (Archives @ PAMA, May 31, 2017)

FEBRUARY 8: THINKING HISTORICALLY ABOUT YOUR RACE RIOT

- Discussion

FEBRUARY 13: DATA

- Reading:
 - Lisa Gitelman and Virginia Jackson, "Introduction," *"Raw Data" Is an Oxymoron*
 - Jessica Johnson, "Markup Bodies: Black [Life] Studies and Slavery [Death] Studies at the Digital Crossroads," *Social Text* 36, no. 4 (2018): 57-65 [only the first section]

FEBRUARY 15: CREATING DATA

- Reading
 - *Homicide in Chicago, 1870-1930*
 - Leigh Bienen, "Methodology Handbook: Historical Homicide Project" (scroll to bottom of window)
 - Data - homicide.csv
- Resource: Variables for data on the 1935 Harlem disorder
- Resource: Categories of Events in the 1935 Harlem disorder

FEBRUARY 20: RIOTS IN NEWSPAPERS

- Readings: The Language of Race
 - Tom W. Smith, "Changing Racial Labels: From "Colored" to "Negro" to "Black" to "African American"," *The Public Opinion Quarterly* 56, no. 4 (1992): 496-514.
 - Nancy Coleman, "Why We're Capitalizing Black," *New York Times* (July 5, 2020)
- Resource: Google Ngram: Racial Language
- Resource: Pew Research Center: Language of Race Timeline
- Readings: How do newspapers report riots?
 - Terry Ann Knopf, "Race, Riots, and Reporting," *Journal of Black Studies* (March 1974): 306-7, 317-21.
 - "The News Media and The Disorders," *Report of the National Advisory Commission on Civil Disorders* (Washington, DC, 1968) [Excerpt]
- In-class group activity: Analyze a newspaper story about your riot

FEBRUARY 23: RIOT INVESTIGATIONS

- Readings: Understanding the investigation of the riot you are studying
 - East St Louis
 - Elliott Rudwick, "The Call for Federal Investigation," *Race Riot at East St Louis, July 2, 1917* (Carbondale: Southern Illinois University Press, 1964), 133-41.
 - Harper Barnes, *Never Been a Time: The 1917 Race Riot That Sparked the Civil Rights Movement* (New York: Walker & Co, 2008), 207-12.
 - Chicago
 - Lindsey Lupo, "The Chicago 1919 Riot and the Chicago Riot Commission," *Flak-catchers: One Hundred Years of Riot Commission Politics in America* (Lanham, Md.: Lexington Books, 2010), 40-58
 - Detroit
 - Harvard Sitkoff, "The Detroit Race Riot of 1943," In *Toward Freedom Land: The Long Struggle for Racial Equality in America* (University Press of Kentucky, 2010), 55-57
 - Dominic Capeci and Martha Wilkerson, *Layered Violence: The Detroit Rioters of 1943* (Jackson: University Press of Mississippi, 1991), 32-34, 43-44, 48-51.
 - Watts
 - Lindsey Lupo, "The 1965 Los Angeles Riot and the McCone Commission," *Flak-catchers: One Hundred Years of Riot Commission Politics in America* (Lanham, Md.: Lexington Books, 2010), 79-101
 - Newark

- Mark Krasovic, "The Governor's Commission," *The Newark Frontier: Community Action in the Great Society* (Chicago: University of Chicago Press, 2016), 153-78.
- Readings: Riot Investigation Reports
 - East St Louis
 - Report of the Special Committee to Investigate the East St. Louis Riots, *East St Louis Riots* (U.S. House of Representatives, 65th Congress, 2nd Session, No. 1231 (July 15, 1918).
 - Chicago (focus on pp. 1-52):
 - Chicago Commission on Race Relations. *The Negro in Chicago; a Study of Race Relations and a Race Riot*. Chicago, Ill., The University of Chicago Press, 1922.
 - Detroit:
 - Governor's Committee to Investigate Riot Occurring in Detroit, June 21, 1943, *Final Report* (August 11, 1943)
 - Watts:
 - Governor's Commission on the Los Angeles Riot. *Violence in the City; an End or a Beginning? A Report*. Los Angeles: State of California, 1965.
 - Newark (focus on pp. 103-45):
 - Governor's Select Committee on Civil Disorder, *Report for Action* (1968)
- In-class group gctivity: Annotate riot investigations

FEBRUARY 27: TEXT ANALYSIS

- Reading
 - Stéfan Sinclair and Geoffrey Rockwell, "Text Analysis and Visualization: Making Meaning Count," in *A New Companion to Digital Humanities* edited by Susan Schreibman, et al. (John Wiley & Sons, 2016).
- Resource: Annotated Visualization
- Reading: Topic Modeling
 - Lindsay King and Peter Leonard, *Robots Reading Vogue* (2020)
- Resource: Analyzing text analysis of sources on the 1935 Harlem riot

MARCH 1: SEARCH

- Video: How Search Works (2010 & 2019)
 - Activity: Review Web Search
- Reading & Reading Quiz:
 - Ted Underwood, "Theorizing Research Practices We Forgot to Theorize Twenty Years Ago," *Representations* Vol. 127, No. 1 (Summer 2014): 64-72

MARCH 6: TEXT ANALYSIS REPORT BACK

- Discussion

MARCH 8: DIGITAL LITERACY TEST #1

MARCH 20: IMAGES OF RIOT

- Reading:
 - Shirin Hirsch and David Swanson. "Photojournalism and the Moss Side Riots of 1981: Narrowly Selective Transparency." *History Workshop Journal* 89 (April 1, 2020): 221–45.
 - Activity: Survey images of the riot you are studying
- Resource: Annotated image of the 1935 Harlem Riot

MARCH 22: IMAGES OF YOUR RIOT

- Discussion

MARCH 27: TIMELINES

- Reading: Digital Timelines
 - Florian Krautli, "Digital Timeline (Tools)," *Visualizing Cultural Data: Exploring Digital Collections Through Timeline Visualizations* (PhD thesis, Royal College of Art, 2016)
 - TimelineJS (video)
- Reading: The timeline as interface
 - Daniel Rosenberg and Anthony Grafton, "A Graphic Renaissance," *Hedgehog Review* (November 2, 2012) [focus on pp. 65-72]
- Resource: Analyzing the timeline of the 1935 Harlem Riot

MARCH 29: COPYRIGHT

- Reading:
 - Carol A. Rudisell, "Liberating History: Reflections on Rights, Rituals and the Colored Conventions Project," *Common-Place: the journal of early American life* 16, 1 (Fall 2015).

APRIL 3: TIMELINE REPORT BACK

- Discussion

APRIL 5: MAPPING

- Reading: Digital maps
 - Todd Presner and David Shepherd, "[Mapping the Geospatial Turn](#)," in *A New Companion to Digital Humanities* edited by Susan Schreibman, et al.(John Wiley & Sons, 2016).
- Reading Mapping Racial violence
 - Katherine Hepworth and Christopher Church, "Racism in the Machine: Visualization Ethics in Digital Humanities Projects," *Digital Humanities Quarterly* 12, 4 (2018)
- Resource: Analyzing the map of the 1935 Harlem Riot

APRIL 10: ARTIFICIAL INTELLIGENCE (AI)

- Resource: ChatGPT - <https://chat.openai.com/auth/login>
- Resource: DALL-E-2 - <https://openai.com/dall-e-2/>

APRIL 12: MAPPING REPORT BACK

- Discussion

APRIL 17: UNDERSTANDING WIKIPEDIA

- Reading: History in Wikipedia
 - Roy Rosenzweig, "Can History Be Open Source? Wikipedia and the Future of the Past," *Journal of American History* 93, 1 (June 2006): 117–146
- Resource: The (animated) history of an early Wikipedia page
 - Reading: Jon Udell, "Heavy Metal Umlaut: the movie." Strategies for Internet Citizens (blog), January 22, 2005

APRIL 19: SECURITY

- Quiz: Pew Research Center, "How Much Do You Know About Cybersecurity?" (March 22, 2017)
- Reading: Americans & Cybersecurity
 - Botnets
 - Mark Bowden, "[The Worm That Nearly Ate the Internet](#)," *New York Times* (June 29, 2019)
 - Phishing
 - Quinn Norton, "[Phishing is the Internet's most Successful Con](#)," *The Atlantic* (September 12, 2018)
 - Two-factor authentication
 - "[Case Study #2: Offering Two-Factor Authentication](#)," *New America* (2017)
 - Russell Brandom, "[Two Factor Authentication is a Mess](#)," *The Verge* (July 10, 2017)
 - "[Flash Whitepaper: Why MFA is a top priority in 2020](#)," *Microsoft* (February 27, 2020)
 - Passwords
 - Mat Honan, "[Kill the Password](#)," *Wired* (November 15, 2012)
 - Ransomware
 - Josh Frulinger, "[Recent ransomware attacks define the malware's new age](#)," *CSO* (February 20, 2020)
 - Manny Fernandez et al, "[Ransomware Attacks Are Testing Resolve of Cities Across America](#)," *New York Times* (August 22, 2019)

APRIL 24: WIKIPEDIA ANALYSIS REPORT BACK

- Discussion

APRIL 26: PRIVACY

- Reading: Americans & Digital Privacy
 - Location Tracking
 - Stuart A. Thompson and Charlie Warzel , "[Twelve Million Phones, One Dataset, Zero Privacy](#)," *New York Times* (December 19, 2019)
 - Privacy Policies
 - Kevin Litman-Navarro, "[We Read 150 Privacy Policies. They Were an Incomprehensible Disaster](#)," *New York Times* (June 12, 2019)
 - Charlie Warzel and Ash Ngu, "[Google's 4,000-Word Privacy Policy Is a Secret History of the Internet](#)," *New York Times* (July 10, 2019)
 - Web Trackers
 - Farhad Manjoo, "[I Visited 47 Sites. Hundreds of Trackers Followed Me](#)," *New York Times* (August 23, 2019)
 - Geoffrey A. Fowler, "[Goodbye, Chrome: Google's Web browser has become spy software](#)" *Washington Post* (June 21, 2019)
 - App Trackers
 - Geoffrey A. Fowler, "[It's the middle of the night. Do you know who your iPhone is talking to?](#)" *Washington Post* (May 28, 2019)
 - Farhad Manjoo, "[The Apps on My Phone Are Stalking Me](#)," *New York Times* (January 22, 2020)
 - Speakers and Smart Home Apps
 - Geoffrey A. Fowler, "[Alexa has been eavesdropping on you this whole time](#)," *Washington Post* (May 6, 2019)
 - Geoffrey A. Fowler, "[You watch TV. Your TV watches back](#)," *Washington Post* (September 18, 2019)

MAY 1: MEMORIALIZING RIOTS

- Resource: Monuments & racial violence
- Resource: Examples of historical markers
 - Activity: Create a historical marker for the riot you are studying

MAY 3: DIGITAL LITERACY TEST #2

ASSIGNMENTS

Class Participation (10%)

- Participate in the in-class group discussions on February 8, March 6, March 22, April 3, April 12, April 24, and April 26.
- You need to complete the related assignments before class to be able to participate in the discussions on February 8, March 6, March 22, April 3, April 12, April 24.
- This assignment is graded Pass/Fail: if you attend the class you will receive 100% of the grade assigned to that discussion..

Digital Literacy Tests (30%)

- **Test #1 (15%):**

- In-class, March 8
- Provide short definitions of digital terms & concepts
- Topics
 - The Internet & the Web
 - Digital Preservation
 - Digitization & OCR
 - Data
 - Text Analysis
 - Search
- A list of possible terms & concepts will be available on Blackboard before the test

- **Test # 2 (15%)**

- In-class, March 8
- Provide short definitions of digital terms & concepts
- Topics
 - Copyright
 - Digital Timelines
 - Web Mapping
 - Artificial Intelligence
 - Wikipedia
 - Security
 - Privacy
- A list of possible terms & concepts will be available on Blackboard before the test

Analyze a Race Riot (5%)

1. Complete the table of dimensions of a riot, using just the information in the entry on your riot from Walter C. Rucker Jr. and James N. Upton, ed, *Encyclopedia of American Race Riots* (2007).
 - The dimensions in this table are those discussed in Lesson 3; refer to the definitions of the dimensions you created in the lesson activity when completing this assignment
 - The entry on your riot may not have all the information you need to complete the table; you can enter "unknown" if there is no information
 - The entry on your riot will have information on causes and other topics not relevant to this assignment. The assignment asks you to sort through this material and include only what you need to identify the dimensions of the riot, following the focus of the course on just the events of the riot.

Dimensions of a riot

| | |
|--|--|
| Trigger | EG – Arrest of boy for shoplifting & rumors that he had been beaten or killed |
| Crowd Size | EG – 3000-4000 |
| Duration | EG – 12 hours/one night |
| Killed & injured | EG – 5 killed (all black men), 73 injured (including 10 white police, 21 white civilians) |
| Arrests | EG – 132, mostly black men |
| Levels of Government (local, state, federal) | EG – Local police |
| Amount & Kind of Property damage | EG – Broken windows in 100s of stores; looting on the avenues; fires in two stores |
| Asymmetry | EG – 10 injured police; none killed. 5 blacks killed, at least 63 injured. Nearly 30 white civilians injured |
| Geographical Spread | EG – From 125th Street north as far as 145th, South as far as 110th St, from 8th Avenue to 5th Avenue |

2. Provide initial responses (approximately 250 words) to the following questions:
(Note: you will be returning to these questions after each assignment to reevaluate your answers using the additional analyses you develop with digital tools)
 - a. Which feature most defined your racial disorder & why?
 - b. Which of the labels discussed in class best describes your incident and why? (riot; race riot; pogrom; massacre; rebellion; uprising; disorder; civil disorder).
 - Include a definition of the label you choose in your answer to the question

3. Post your table and answers to the questions on your blog and submit a link to that blog post **by 10:00 AM, Monday February 8**

Create data about events (10%)

1. Use newspaper stories, the investigation report and secondary sources to identify events that occurred during your riot and create data about those events in a spreadsheet in Google Sheets.

- An event is a single, discrete occurrence: it might involve individuals or groups, and should happen at a specific time (eg 'a crowd attacked a man on 5th Avenue on Monday afternoon' is an event; 'crowds attacked buildings in the neighborhood for 4 hours' is not an event)

Create a new Google sheet and add columns for a set of variables to create data about events, based on the variables that you chose in Lesson 5

- Your variables must include
 - date
 - time (*approximate time is ok - a period of time (afternoon) and day*)
 - address/location
 - description
 - source
 - *and additional variables of your choice related to the type of event and actor and subject of the event. These variables should be related to what you consider the key feature and label of the riot*
- Create data on at least 50 events (putting each event in a row)
 - You should have at least 50 events with a time at which they occur *and* 50 events with a specific location so you can create effective timelines and maps in the next assignments. Due to the fragmentary historical sources on race riots you may need to identify more than 50 total events to get 50 with times and locations.
 - The same event may appear in more than one source: enter each event once only, and add information from other sources to that entry, including noting additional sources
- Classify the events for which you have created data into categories: add a column to the sheet titled "Category" and add a category for each event
 - Remember, creating categories is a way to identify patterns in events, to group similar events together. So a good category is not so broad that almost all the events fit into it and not so narrow that only a small number of events

fit. Usually you will need to add extra categories or stop using categories depending on the kinds of events you find.

- You will not be able to complete the columns/variables for every event you identify; the historical sources for riots are fragmentary. If the sources do not provide the information, leave the column blank - but remember the event *must have a time or location*.
- In Google Sheets, create a chart showing the categories in your data, and *two* additional charts each showing one variable from your data that you think represents a key feature of the events of the racial disorder you are studying (you do not need to have information on the variables you choose to graph for every event)
- How well does your data on events fit with what you identified as the key feature of your riot and the label you applied to it in the first assignment? Does knowing the details of individual events change what you think is the key feature or label of your riot?
- Embed your Google Sheet and your reevaluation of your interpretation in a post on your WordPress blog and submit the link **by 10:00 AM, Monday March 20**

Create a text analysis (10%)

1. Follow the instructions on Blackboard to use Voyant to analyze two newspaper stories and the investigation of the riot you are studying.

2. Analyze your Text Analysis

- What racial language appears among the most frequent words on your collection and most distinctive words in each of your document (eg Negro, Colored, White)? Is this language what you expected it to be based on the readings in Lesson 4?
- Create a table of the 5 most frequent words in your collection of documents and 5 most distinctive words in each of your documents (**excluding** the racial language). Are the most frequent words what you expected them to be? Are there any OCR errors among the results?
- Choose one word from the list of frequent words and one word from the list of distinctive words and explain why it is so frequent or so distinctive?
 - Use the Contexts, Word Tree, Collocates, and Links tools available in Voyant to look at where in the documents the words appear, their context and the words that appear around them
 - Does the word have the same meaning everywhere it is used?

- Using the racial language, and the most frequent and distinctive words, compare the white newspaper and the black newspaper – what does the comparison suggest about the perspective of each source?
- Using the racial language, and the most frequent and distinctive words, compare the newspapers and the report – what does the comparison suggest about the perspective of each source?
- How well does the text analysis fit with what you identified as the key feature of your riot and the label you applied to it in the first assignment?
- Does knowing details of the language used in accounts of the riot change or not change what you think is the key feature and label of your riot? Explain why.
 - Include a definition of the label you choose in your answer to the question (refer to the definition you wrote in the Lesson 3 activities)
- Post your table and answers to these questions on your blog **by 10:00 AM Monday, March 6.**

Create a timeline (10%)

1. Follow the instructions on Blackboard to use TimelineJS to create a timeline of the events in your spreadsheet of data.

2. Analyze your Timeline

- To what extent do events cluster at particular times? (At what times do events cluster? How large are the clusters of events? What proportion of events are in clusters?)
- To what extent do events in the same category cluster at the same times? (At what times do events in the same category cluster? How large are the clusters of events in the same category? What proportion of in the same category are in clusters?)
- Are there gaps in the timeline when no events happen? (When are those gaps? How long are those gaps?)
- How many events in your spreadsheet are not on your timeline? Are any categories of events missing from the timeline more than others? Is there enough missing data to make uncertain any of your answers to the previous questions?
- How well does the timeline fit with what you identified as the key feature of your riot and the label you applied to it in the first assignment? Does knowing when events happened change what you think is the key feature or label of your riot?
- Post your answers to these questions, and embed your timeline, on your blog and submit a link to the post **by 10:00 AM Monday, April 3.**

Create a map (10%)

1. Use kepler.gl to create your map using the events in your riot spreadsheet.

2. Analyze your Map

- To what extent do events cluster at particular places? (At what places do events cluster? How large are the clusters of events? What proportion of events are in clusters?)
- To what extent do events in the same category cluster at the same places? (At what places do events in the same category cluster? How large are the clusters of events in the same category? What proportion of in the same category are in clusters?)
- To what extent do the places where events occur and cluster change during the duration of the riot?
- How many events in your spreadsheet are not on your map? Are any categories of events missing from the map more than others? Is there enough missing data to make uncertain any of your answers to the previous questions?
- How well does the map fit with what you identified as the key feature of your riot and the label you applied to it in the first assignment? Does knowing where events occurred what you think is the key feature or label of your riot?
- Post your answers to these questions, and embed your timeline, on your blog and submit a link to the post **by 10:00 AM, Wednesday April 12.**

Analyze a Wikipedia Entry (10%)

1. Identify the main authors of the Wikipedia entry on your riot and the process by which it developed, and annotate it with notes on what it includes and what is missing using your data about events and the encyclopedia entry
2. Analyze the Wikipedia entry
 - Referring to your timeline and map, how well does the entry describe the events of the riot, and when and where they occurred?
 - How well does the label applied to the riot in the entry fit with the information in the entry and with your interpretation of the riot?
 - Post your answers to these questions on your blog and submit a link to the post **by 10:00 AM, Monday April 24.**

Review an Analysis of a Race Riot (5%)

1. Review your text analysis, timeline and map
2. Reassess your analysis of your race riot
 - How well does your initial analysis of your riot fit with those data visualizations?
 - Do those data visualizations change what label you think should be applied to your riot?
 - Post your answers to these questions on your blog and submit a link to the post **by 10:00 AM, Monday May 15**

Grading Scale

| | | |
|----|--------------|------|
| A+ | 99-100 | 4.00 |
| A | 93-98 | 4.00 |
| A- | 90-92 | 3.67 |
| B+ | 87-89 | 3.33 |
| B | 83-86 | 3.00 |
| B- | 80-82 | 2.67 |
| C+ | 77-79 | 2.33 |
| C | 73-76 | 2.00 |
| C- | 70-72 | 1.67 |
| D | 60-69 | 1.00 |
| F | 60 and below | 0.00 |

UNIVERSITY POLICIES

Important Dates

- Last day to add classes—all individualized sections — forms due January 30, 2023
- Last day to drop with no tuition penalty — February 6, 2023
- Final Drop Deadline (50% tuition penalty) — February 13, 2023
- Unrestricted Withdrawal period (100% tuition, W grade) — February 14-February 27, 2023

Academic Integrity

All George Mason University students have agreed to abide by the letter and the spirit of the Honor Code: “not to cheat, plagiarize, steal, and/or lie in matters related to academic work.” If you are uncertain what that policy covers, see the information provided by the Office of Academic Integrity. All violations of the Honor Code will be reported to the Honor Committee for review.

If you are copying and pasting text that someone else wrote, you might be plagiarizing. Pasted or manually retyped text is not plagiarized only when all of the following three conditions are true: 1) the pasted text is surrounded by quotation marks or set off as a block quote, and 2) the pasted text is attributed in your text to its author and its source (e.g., “As Jane Smith writes on her blog . . .”), and 3) the

pasted text is cited in a footnote, endnote, and/or a bibliography (e.g., "Smith, Jane. Smith Stuff. Blog. Available <http://smithstuff.wordpress.com>. Accessed August 1, 2012.")

Disability Accommodations

Disability Services at George Mason University is committed to providing equitable access to learning opportunities for all students by upholding the laws that ensure equal treatment of people with disabilities. If you are seeking accommodations for this class, please first visit <http://ds.gmu.edu/> for detailed information about the Disability Services registration process. Then please discuss your approved accommodations with me.

- Disability Services is located in Student Union Building I (SUB I), Suite 2500.
Email: ods@gmu.edu | Phone: (703) 993-2474

Diversity Policy

George Mason University promotes a living and learning environment for outstanding growth and productivity among its students, faculty, and staff. Through its curriculum, programs, policies, procedures, services, and resources, Mason strives to maintain a quality environment for work, study and personal growth. The Mason Diversity Statement can be found at <http://ctfe.gmu.edu/professional-development/mason-diversity-statement/>.

Sexual Harassment, Sexual Misconduct, and Interpersonal Violence

George Mason University is committed to providing a learning, living and working environment that is free from discrimination and a campus that is free of sexual misconduct and other acts of interpersonal violence in order to promote community well-being and student success. We encourage students who believe that they have been sexually harassed, assaulted or subjected to sexual misconduct to seek assistance and support. University Policy 1202: Sexual Harassment and Misconduct speaks to the specifics of Mason's process, the resources, and the options available to students.

As a faculty member and designated "Responsible Employee," I am required to report all disclosures of sexual assault, interpersonal violence, and stalking to Mason's Title IX Coordinator per university policy 1412. If you wish to speak with someone confidentially, please contact the Student Support and Advocacy Center (703-380-1434) or Counseling and Psychological Services (703-993-2380).

You may also seek assistance from Mason's Title IX Coordinator (703-993-8730; titleix@gmu.edu)

Student Privacy

Students must use their MasonLive email account to receive important University information, including messages related to this class. See Mason Live (<http://masonlive.gmu.edu>) for more information.

All course materials posted to Blackboard or other course site are private to this class; by federal law, any materials that identify specific students (via their name, voice, or image) must not be shared with anyone not enrolled in this class.

Student Services

- Writing Center < <http://writingcenter.gmu.edu> > (703-993-1200)
- Ask A Librarian < <http://library.gmu.edu/ask> >
- Counseling and Psychological Services < <http://caps.gmu.edu> > (703-993-2380)