

HIST 390 THE DIGITAL PAST

3 credits

Section B01 Summer 2023

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Virtual office hours: By appointment

This asynchronous online 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 US since the Civil War.

LEARNING OUTCOMES	LESSONS	ASSIGNMENTS
You will be able to understand the principles of information storage, exchange, security, and privacy and be aware of related ethical issues	1, 2, 4, 5, 7, 8, 10, 12, 13, 16, 18, 19	<ul style="list-style-type: none">• Lesson Activities• Create a spreadsheet of 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, 4, 5, 7, 8, 10, 12, 13, 19, 20	<ul style="list-style-type: none">• Digital Literacy Tests• Lesson Activities• Analyze a riot• Create data about events
You will be able to use appropriate information and computing technologies to organize and analyze information and use it to guide decision-making	2, 4, 5, 10, 11, 13, 15, 17, 19	<ul style="list-style-type: none">• Create a text analysis• Create a timeline• Create a map• Create a WordPress blog
You will be able to choose and apply appropriate algorithmic methods to solve a problem	4, 5, 11, 17	<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	2, 11, 15, 17	<ul style="list-style-type: none">• Create a text analysis• Create a timeline• Create a map• Create a WordPress blog

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: you will regularly engage in making or analyzing material using digital tools and media.

The course is delivered in an asynchronous format in Blackboard; there are no face-to-face meetings or scheduled exams.

SUGGESTED SCHEDULE

Week 1

- Lesson 1: THE INTERNET
- Lesson 2: THE WEB
- Lesson 3: THINKING HISTORICALLY ABOUT RACE RIOTS

Week 2

- Lesson 4: DATA
- Lesson 5: CREATING DATA
- Lesson 6: RIOTS IN NEWSPAPERS

Week 3

- Lesson 7: DIGITIZATION & OCR
- Lesson 8: DIGITAL PRESERVATION
- Lesson 9: RIOT INVESTIGATIONS

Week 4

- Lesson 10: SEARCH
- Lesson 11: TEXT ANALYSIS

Week 5

- Lesson 12: COPYRIGHT
- Lesson 13: ARTIFICIAL INTELLIGENCE
- Lesson 14: IMAGES OF RACE RIOTS

Week 6

- Lesson 15: TIMELINES
- Lesson 16: SECURITY

Week 7

- Lesson 17: MAPPING
- Lesson 18: PRIVACY

Week 8

- Lesson 19: WIKIPEDIA
- Lesson 20: MEMORIALIZING RACE RIOTS

ASSIGNMENT	GRADE
Lesson Activities	10%
Analyze a race riot	5%
Create data about events	20%
Create a text analysis	10%
Digital Literacy Test #1	15%
Create a timeline	10%
Create a map	10%
Digital Literacy Test #2	15%
Reassess analysis of a race riot	5%

All assignments are due by 11:59 PM on Friday, July 28

LESSON ACTIVITIES: Complete the activities included in each lesson. These include source analysis, surveys and quizzes to test your understanding. This assignment is graded Pass/Fail: if you complete all the activities you will received 100% of the points for this assignment.

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

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, ed, *Encyclopedia of American Race Riots* (2007).

CREATE DATA ABOUT EVENTS: 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.

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 A TIMELINE: Use TimelineJS to create a timeline using the events in your riot spreadsheet 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 the events in your riot spreadsheet and analyze what the patterns it highlights suggest about what happened during 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? Have those data visualizations changed what label you think should be applied to your riot?

Technology Requirements

Hardware: You will need access to a Windows or Macintosh computer with at least 2 GB of RAM and access to a fast and reliable broadband internet connection (e.g., cable, DSL). A larger screen is recommended for better visibility of course material. You will need speakers or headphones to hear recorded content and a headset with a microphone is recommended for the best experience. For the amount of Hard Disk Space required taking a distance education course, consider and allow for:

1. the storage amount needed to install any additional software and
2. space to store work that you will do for the course.

If you consider the purchase of a new computer, please go to [Patriot Tech](#) to see recommendations.

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.

Note: If you are using an employer-provided computer or corporate office for class attendance, please verify with your systems administrators that you will be able to install the necessary applications and that system or corporate firewalls do not block access to any sites or media types.

Blackboard Login Instructions

Access to [MyMason](#) and GMU email are required to participate successfully in this course. Please make sure to update your computer and prepare yourself to begin using the online format BEFORE the first day of class. Check [the IT Support Center](#) website. Navigate to [the Student Support page](#) for help and information about Blackboard. In the menu bar to the left you will find all the tools you need to become familiar with for this course. Take time to learn each. Make sure you run a system check a few days before class. Become familiar with the attributes of Blackboard and online learning.

No Required textbooks

There are no required textbooks for this course, but you are required to purchase an account with Reclaim Hosting (the instructions are in Lesson 1). This account will provide you with your own domain and server space, where you can install the WordPress blog you will use in assignments. The cost of the account is \$30, and \$15 to register a domain, and requires a credit card to pay. (You can reduce the cost to \$30 by selecting the option of using a subdomain from Reclaim Hosting instead of setting up a domain of your own).

- ***Please contact me asap if you cannot afford this cost and I will make alternative arrangements to provide you access to a blog and Scalar site.***

COURSE ACTIVITIES & READINGS

LESSON 1: THE INTERNET

- Mini-Lectures: The Internet
 - Resource: Internet Diagram
- Survey: Your Internet
- Reading: [Steven Li, "How Does the Internet Work?" Medium \(August 1, 2017\)](#)
- Activity: Create a Reclaim Hosting Account

LESSON 2: THE WEB

- Mini-Lecture: The Web
 - Resource: URL Diagram
- Survey: Your Domain
- Mini-Lecture: Web Publishing
- Activity: Install WordPress on Reclaim Hosting
- Activity: Setup your WordPress blog

LESSON 3: THINKING HISTORICALLY ABOUT RACE RIOTS

- Mini-lecture: What is a riot?
 - 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.
- Mini-Lecture: Collective racial violence, 1866-1923
 - Readings: Labels for collective racial violence (1)
 - Charles Lumpkins, *American Pogrom: The East St. Louis Race Riot & Black Politics* (Athens: Ohio University Press, 2008), 8.
 - Walter C. Rucker Jr. and James N. Upton, eds, *Encyclopedia of American Race Riots* (Greenwood, 2007), xxiii.
 - Walter Johnson, *The Broken Heart of America: St. Louis and the Violent History of the United States* (New York: Basic Books, 2020), 241.
 - Resource: Timeline of Racial Violence
 - Resource: Map of Racial Violence
- Activity: Define labels for collective racial violence
- Mini-Lecture: Collective racial violence after 1923
 - Readings: Labels for collective racial violence (2)
 - 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
 - Thomas Sugrue, *Sweet Land of Liberty: The Forgotten Struggle for Civil Rights in the North* (New York: Random House, 2008), 334.

- Malcolm McLaughlin, *The Long Hot Summer of 1967* (New York: Palgrave, 2014), 12-16.
- Activity: Define labels for collective racial violence

LESSON 4: DATA

- Mini-Lecture: Defining Data
 - Reading & Quiz: Lisa Gitelman and Virginia Jackson, "Introduction," *"Raw Data" Is an Oxymoron* (Cambridge: MIT Press, 2013), 1-14
- Mini-Lecture: Humanities Data
 - Reading & Quiz: Jessica Johnson, "Markup Bodies: Black [Life] Studies and Slavery [Death] Studies at the Digital Crossroads," *Social Text* 36, 4 (2018): 57-65 [only the first section]

LESSON 5: CREATING DATA

- Mini-Lecture: The process of creating data
- Activity: Identifying & extracting information on events
- Mini-Lecture: Categorizing Events in the 1935 Harlem riot
- Activity: Categorize examples of events

LESSON 6: RIOTS IN NEWSPAPERS

- Mini-Lecture: Analyzing Riots in Newspapers
 - Readings & Quiz: 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)
 - Google Ngram: Racial Language
 - Pew Research Center: Language of Race Timeline
- Activity: Analyze the Language of Race
 - 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]
- Activity: Annotate & Assess Newspaper Reporting of your riot

LESSON 7: DIGITIZATION & OCR

- Mini-Lecture: What is digitization?
- Mini-Lecture: Digital Images
 - Resource: Digital Images
- Mini-Lecture: Digitizing text
- Activity: What causes OCR errors?

LESSON 8: DIGITAL PRESERVATION

- Survey: Your data storage
- Mini-Lecture: Preserving Digital Data
- Mini-Lecture: Preserving the web
 - 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)

LESSON 9: RIOT INVESTIGATIONS

- Mini-Lecture: 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.
 - Activity: Analyze the investigation of the riot you are studying
 - 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)
- Activity: Annotate & Assess the report of the investigation of your riot

LESSON 10: SEARCH

- Mini-Lecture: Web Search
 - Video: How Search Works
- Mini-Lecture: Database Search
 - Reading: Ted Underwood, "Theorizing Research Practices We Forgot to Theorize Twenty Years Ago," *Representations* Vol. 127, No. 1 (Summer 2014): 64-72

LESSON 11: TEXT ANALYSIS

- Mini-lecture: How does a computer read text?
 - 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).
 - Barbara Maseda, "Counting Words in SOTU speeches," *Medium* (February 12, 2018)
- Activity: Analyze visualizations of text analysis: State of the Union speeches
- Mini-Lecture: How can a computer find meaning in a text?
 - Reading: Lindsay King and Peter Leonard, *Robots Reading Vogue* (2020)
- Activity: Analyze a topic model

LESSON 12: COPYRIGHT

- Mini-Lecture: Copyright & Terms of Use
 - 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).
- Mini-Lecture: Fair Use

LESSON 13: ARTIFICIAL INTELLIGENCE

- Activity: Artificial Intelligence in Everyday Life
- Mini-Lecture: Artificial Intelligence
 - Reading: Lauren Goodlad and Samuel Baker, "Now the Humanities Can Disrupt 'AI'," *Public Books* (February 20, 2023)
- Mini-Lecture: Artificial Intelligence and race riots
- Activity: ChatGPT on your riot

LESSON 14: IMAGES OF RIOT

- Mini-Lecture: Images of riot & racial violence
 - 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
- Mini-Lecture: Analyzing an image of the 1935 Harlem Riot
- Activity: Analyze & annotate an image of the riot you are studying

LESSON 15: TIMELINES

- Mini-Lecture: Time and Lines
 - Reading: TimelineJS (video)
 - Reading: Daniel Rosenberg and Anthony Grafton, "A Graphic Renaissance," *Hedgehog Review* (November 2, 2012) [focus on pp. 65-72]

LESSON 16: SECURITY

- Activity: Pew Research Center, "How Much Do You Know About Cybersecurity?" (March 22, 2017)
- Mini-Lecture: Security online
- Activity: Your security survey
 - Reading:
 - 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)

LESSON 17: MAPPING

- Mini-Lecture: Maps & Visualizations
 - Reading: 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).
- Mini-Lecture: Mapping Racial Violence
 - Reading: Katherine Hepworth and Christopher Church, "Racism in the Machine: Visualization Ethics in Digital Humanities Projects," *Digital Humanities Quarterly* 12, 4 (2018)

LESSON 18: PRIVACY

- Activity: Your privacy survey
- Mini-Lecture: Privacy online
 - 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)

LESSON 19: UNDERSTANDING WIKIPEDIA

- Mini-Lecture: Creating information online: Wikipedia
- Activity: Annotate & Analyze the Wikipedia page on the riot you are studying
- Mini-Lecture: Reading Wikipedia

- Reading: Jon Udell, "Heavy Metal Umlaut: the movie." Strategies for Internet Citizens (blog), January 22, 2005
- Activity: Look behind the Wikipedia page on the riot you are studying

LESSON 20: MEMORIALIZING RIOTS

- Mini-lecture: Monuments & racial violence
- Activity: Analyze a race riot memorial and compare it the National Memorial for Peace & Justice or the Civil Rights Memorials in Kelly Ingram Park (Birmingham, AL)
- Mini-Lecture: Historical Markers & racial violence
 - Readings: Examples of historical markers
- Activity: Create a historical marker for the riot you are studying

ASSIGNMENTS

- As this is an asynchronous course, there are no due dates for assignments during the course. **All assignments are due by 11:59 PM on Friday, July 28.** No extension beyond that date is possible due to the deadline for final grades for the course. The suggested schedule provides a guide to help you stay on track to complete the course.
- **Rubrics** for all the assignments can be found on the Blackboard site. Consult the rubric before you submit your work to make sure you have met the requirements for an assignment

Lesson Activities (10%)

Complete the activities included in each lesson. These include readings, source analysis, surveys and quizzes to test your understanding of the content covered in the lesson. This assignment is graded Pass/Fail: if you complete the activity you will received 100% of the grade assigned to it. *Submitting blank answers or answers unrelated to the material or questions is not considered completing the activity.*

Digital Literacy Tests (30%)

1. Provide short definitions of digital terms & concepts. A list of possible terms & concepts for each test is available on Blackboard.

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

- Topics
 - The Internet & the Web
 - Digital Preservation
 - Digitization & OCR
 - Data
 - Text Analysis
 - Search

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

- Topics

- Copyright
 - Digital Timelines
 - Web Mapping
 - Artificial Intelligence
 - Wikipedia
 - Security
 - Privacy

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 (refer to the definition you wrote in the Lesson 3 activities)

Create data about events (20%)

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 in the example that you used in Lesson 5

- Your variables must include
 - date
 - time (*approximate time is ok - a period of time (afternoon) and day*)
 - address/location
 - description
 - source
 - nature of source (*use the features of newspaper reporting in Lesson 6*)
 - *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, using the 4-8 categories that you chose in Lesson 5: 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. 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.

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.

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.

Create a map (10%)

1. Use kepler.gl to create your map of 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.

Review 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.

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 drop with no tuition penalty — June 1, 2023
- Final Drop Deadline (with a 50% tuition penalty) — June 14, 2023
- Unrestricted Withdrawal Period (100% tuition, W grade) — June 15 – June 22, 2023
- Selective Withdrawal Period (100% tuition) – June 23 – July 11, 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

Any student who requires special arrangements in order to meet course requirements should Contact me to make necessary accommodations (before 8/31 please). Students should present appropriate verification from the Office of Disability Services (<http://ods.gmu.edu/distance.php> 703-993-2474). All academic accommodations must be arranged through that office.

Diversity Policy

George Mason University is an inclusive community of learners. Your instructor and all classmates should abide by the University’s Diversity Policy found at Mason Diversity Statement (<http://ctfe.gmu.edu/professional-development/mason-diversity-statement/>).

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.

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)