



DIGITAL METHODS FOR THE HUMANITIES

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OUTLINE

Using digital methods in the Humanities classroom

Affordances and risks of digital scholarship

Planning and executing a digital project in the classroom

Two hands-on activities (you will need a Google account, and computer)





WHAT ARE DIGITAL METHODS?

Text Analysis
Network Analysis
Visualization
Mapping
Timelines
Database Development
Data Management (cleaning,
organizing, storage, etc)
Machine Learning
Digital Archiving
Digital Scholarly Editions

DIGITAL HUMANITIES: “A nexus of fields within which scholars use computing technologies to investigate the kinds of questions that are traditional to the humanities, or... ask traditional kinds of humanities-oriented questions about computing technologies”

(Kathleen Fitzpatrick)

Examples will primarily focus on mapping today; building critical digital literacy; low tech & free solutions

PEDAGOGICAL UNDERPINNING

construction---its aware young people. Black students can no longer afford to be educated away from their origins. Henceforth, our education must speak to the needs of our community and our people. We can no longer pros-

BLACK STUDIES PROPOSAL, 1968

Awake, arise and educate
Smash traditions - liberate

SAVITRIBAI PHULE

Third World Liberation Front
~~AFRO-AMERICAN STUDENT UNION~~
UNIVERSITY OF CALIFORNIA, BERKELEY
CONSTITUTION

PREAMBLE

Third World Liberation Front
We, the members of the ~~Afro-American Student Union~~ of the University of California, Berkeley, fully recognize the need for ~~black~~ *Third World* students to become conscious of their part in emancipating our people from the oppression seeking to undermine us in the world. We further recognize that this emancipation must be accompanied by a robust appreciation and participation in the progress of ~~blacks~~ *Third World people* by their own and that this will only be achieved by ~~black~~ *Third World* brotherhood, constant toil, and positive programs.

THIRD WORLD LIBERATION FRONT, 1969

Centering your class learning objectives,

Centering your pedagogical values





REFLECTION:

**WHAT ARE YOUR PEDAGOGICAL
PRINCIPLES, AND/OR CLASS
OBJECTIVES?**



EXAMPLE 1: GOOGLE MAPS

Yuri Kochiyama Digital Project

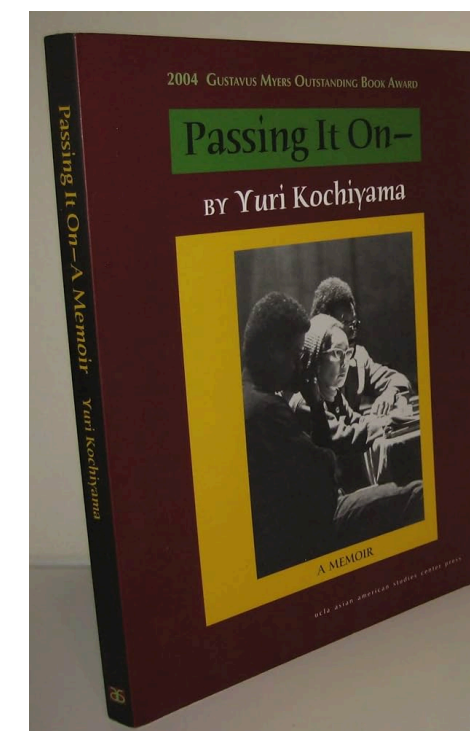
Home About Essays [Map](#) Resources

Explore Yuri Kochiyama's transnational vision through an interactive Google Map of the places and locations named in her memoir.

This map helps us understand Kochiyama's legacy at a moment when Third World Liberation movements and U.S. based racial justice activisms were in conversation with each other.



<https://yurikochiyamaproject.wordpress.com/map/>



GOOGLE MAPS

Class: Women and Literature

Week 1: Students read and discuss Kochiyama 1–100

Week 2: Students read and discuss Kochiyama 100–200

Week 3&4: Students read other literary texts in related areas while working on assignment

Week 5: Student conferences and peer review

YURI KOCHIYAMA DIGITAL PROJECT

One of the goals of our class is to share feminist work (and work by feminists) with broader public audiences. To advance feminist conversations in any society (and hence advocate for rights for women and other gender minorities), we must be able to write for public audiences.

The class will collaboratively create a digital project on Yuri Kochiyama's memoir, *Passing It On*. The end result will be a guide that we will publish online for others who want to learn more about Kochiyama's coalition building and activism.

Each student will work on one component from each of the following three categories. Please note that the three components are separate from each other (i.e. they are not interdependent).

1. Digital Map

Each student will mark 8-10 pins on a collaborative Google map documenting different physical locations, buildings, facilities, and other geographical spaces in *Passing It On*. Each entry will comprise of the following: a pin (in the right color code) and a short note (1-2 lines) on why/how the place is mentioned in the memoir. For example: "San Pedro – birthplace of Yuri Kochiyama." In each class period, students will comb through the text to make a list of places. We will collectively create the map on Feb 24 in class. This map will illustrate the transnational scope of Kochiyama's activism, and the national spaces in which she lived and worked.

Permission Form - Kochiyama Digital Project

As a class grounded in feminist praxis, we are invested in sharing what we learn with broader audiences. The Yuri Kochiyama Digital Project is a means of sharing your research on the memoir on our digital site. However, feminist praxis also relies on consent and transparency. The work you have produced belongs to you and will not be shared with your consent.

Please sign this form if you are willing to have your Kochiyama short essay and bibliographic resources on the project site. Read the following notes carefully:

- Your name will not be posted with the essay. This is mostly to protect students from harassment and trolling. I will post my email address instead so that site visitors can reach out with comments.

- Your documents may be edited for clarity and conciseness before they are posted. If a

HANDS-ON ACTIVITY

5 MIN

LET'S TRY GOOGLE MAPS

Use the link, and add two layers (Past Travels, Future Travels, and add one pin under each layer.
<https://www.google.com/maps/about/mymaps/>

5 MIN

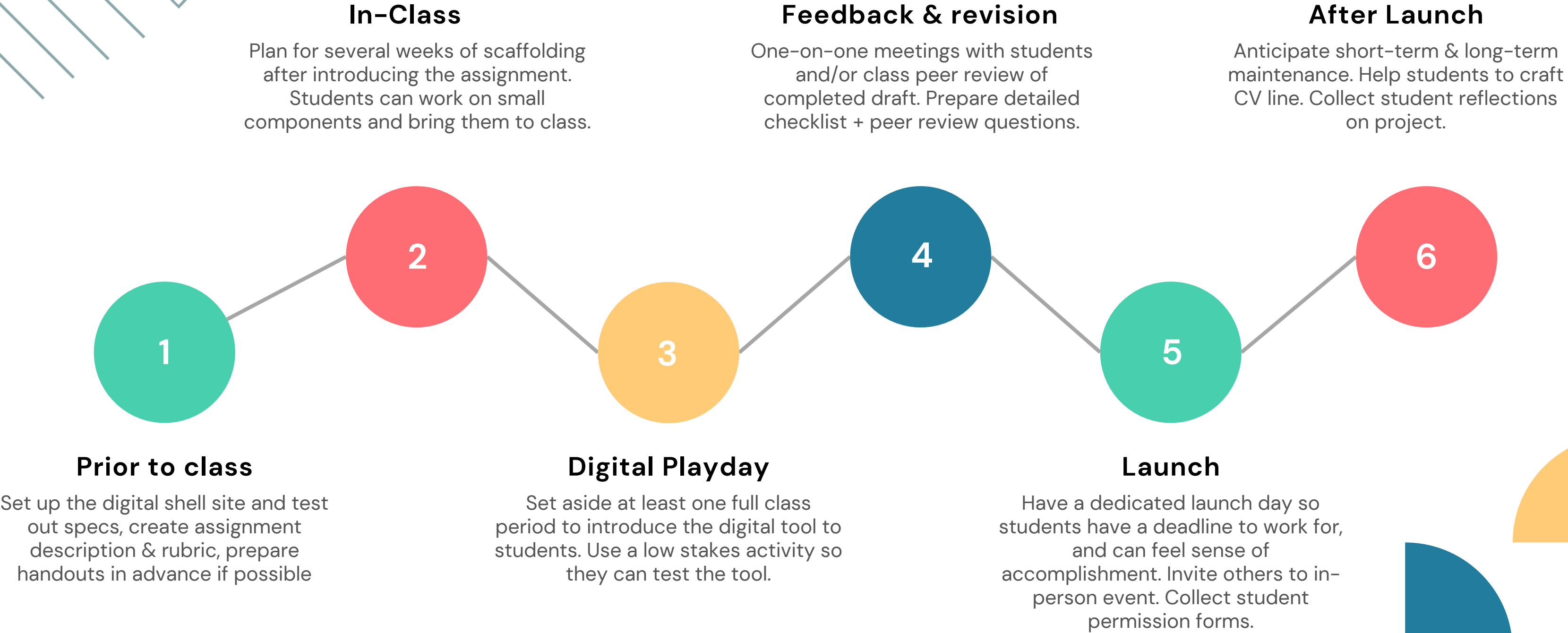
DEBRIEF

What was your experience working with this platform?

PROS AND CONS

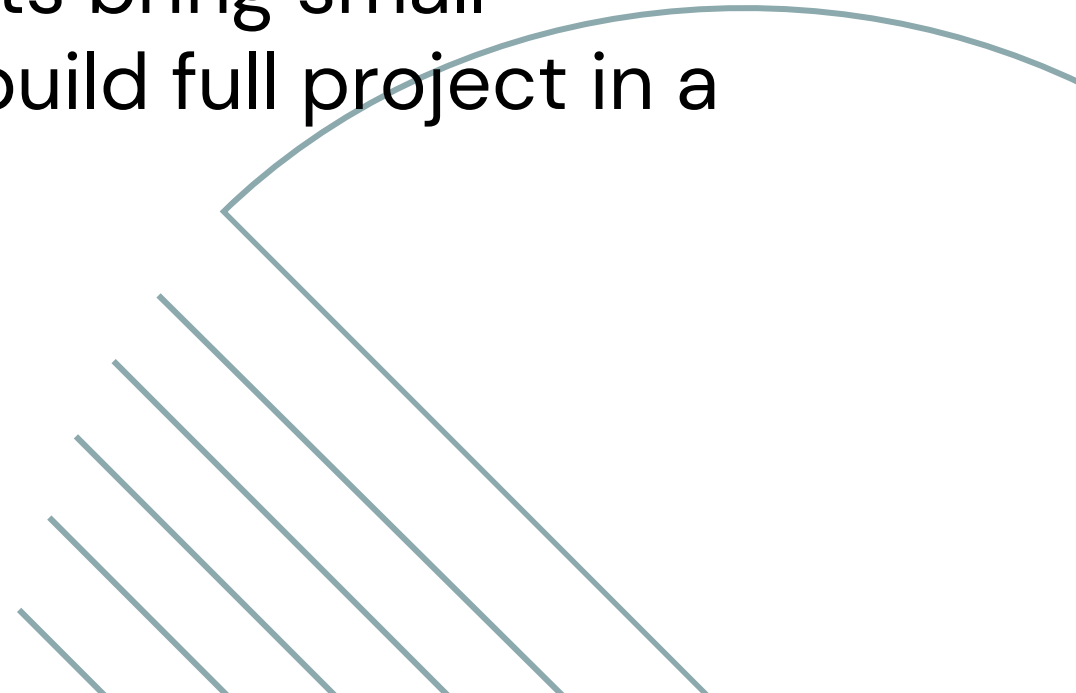
What works, what doesn't

PROJECT TIMELINE





PLANNING THE ASSIGNMENT

- Draft your assignment description, prepare grading rubric, handouts and notes, and reflection prompt prior to the semester
 - Spend time with the digital tool/platform yourself. You will be called on to troubleshoot when students start working on assignment
 - Collect examples, models that will guide student work
 - Syllabus should incorporate scaffolding: students bring small components to class instead of attempting to build full project in a few days
- 



DISCUSS POSSIBILITIES

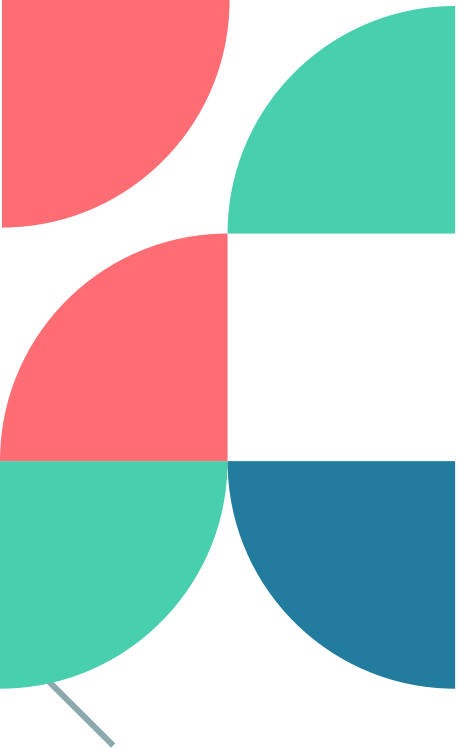
Significance of making scholarship publicly and digitally accessible

- Declining funding/support for the Humanities: how do we communicate our value?
- Scholarship behind paywalls: who reads our work?
- English degree builds communication skills: how do we make an impact in our communities?

Developing skills for 21st century workplace; new careers

Adapting digital tools and platforms to advance our goals as scholars, teachers, practitioners





DISCUSS RISKS

| Risks of Public & Digital Scholarship | Doing it well |
|--|---|
| Harassment, trolling and other forms of violence from detractors | Do/Cite research. Write boldly. Project will not name students. |
| Greater scrutiny of our work (from folks who may be unfamiliar with our disciplinary background, AND from folks more knowledgeable about topic) | Feedback and revision. Capacity to make a positive impact (...or to harm). Writing ethics. |
| Digital writing might be unfamiliar style/mode of writing. English degree develops a particular scholarly voice, writing of argumentative literary analyses, etc | Adapting to new conventions. Language, length, form of writing are attentive to needs of a digital/public audience. Shorter paras, visuals, headings, overall length. |
| Sometimes considered not equal to other traditional forms of scholarly writing (for students: writing sample, essay awards, etc) | Exploring different career pathways, making strategic choices for your career |

Writerly responsibility: you are accountable for your writing (for more than a grade)



CLASS PLAYDAY

- Devote at least one full class period to introducing the digital tool/platform so students can test it out with faculty guidance
- Structured activity that asks students to consider affordances and limitations of the tool, and what kind of data it is best suited for
- Digital natives?
- Remind students not to attempt full assignment in the last few days prior to submission.

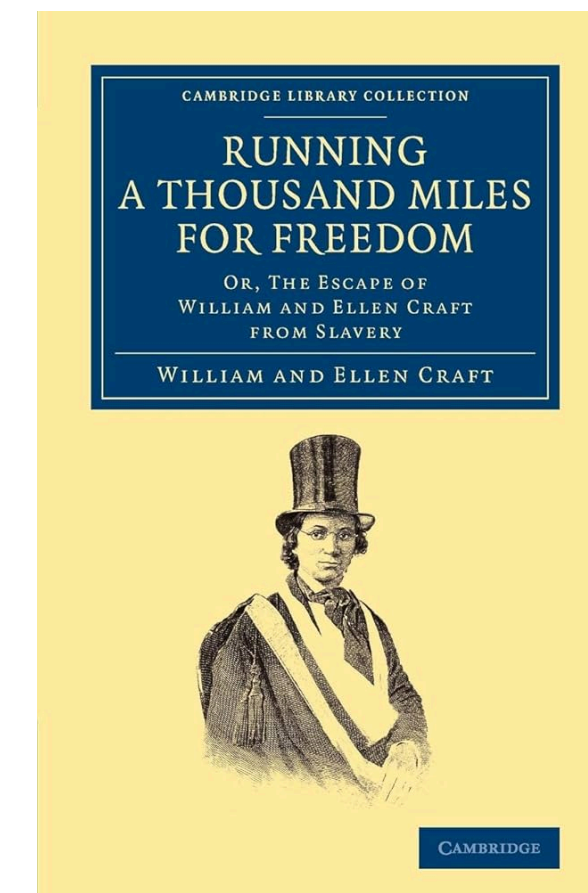
"Frankly speaking, when I signed up for this course, I had no idea what I was getting myself into. I got a bit scared when I heard we will be working with some tools and also analyze data. It has been a great learning experience..."

EXAMPLE 2: STORYMAP JS



Project maps William and Ellen Craft's escape from slavery, from the .U.S. South to Canada

Created by grad student for final project in Digital Ethnic Studies class





STORYMAP JS

<https://www.georgiahumanities.org/southern-literary-trail-story-map/>

- Free, easy to use, and allows you to sign in with your google account.
- Unlike Google Maps, which centers the geospatial data, StoryMap allows you to create a place-based narrative. As such, the textual information you input is displayed side by side with the map.
- Well-suited for literary or other texts about journeys, travel, movement, migration, etc

HANDS-ON ACTIVITY

15 MIN

LET'S TRY STORYMAP JS

Use the link, and create a 5 slide storymap. Topic: map your daily commute and insert 4 slides/geotags for places of interest along your journey. The first slide will be the title slide. <https://knightlab.northwestern.edu/projects/>
If you are unable to create a map, browse one of the examples.

5 MIN

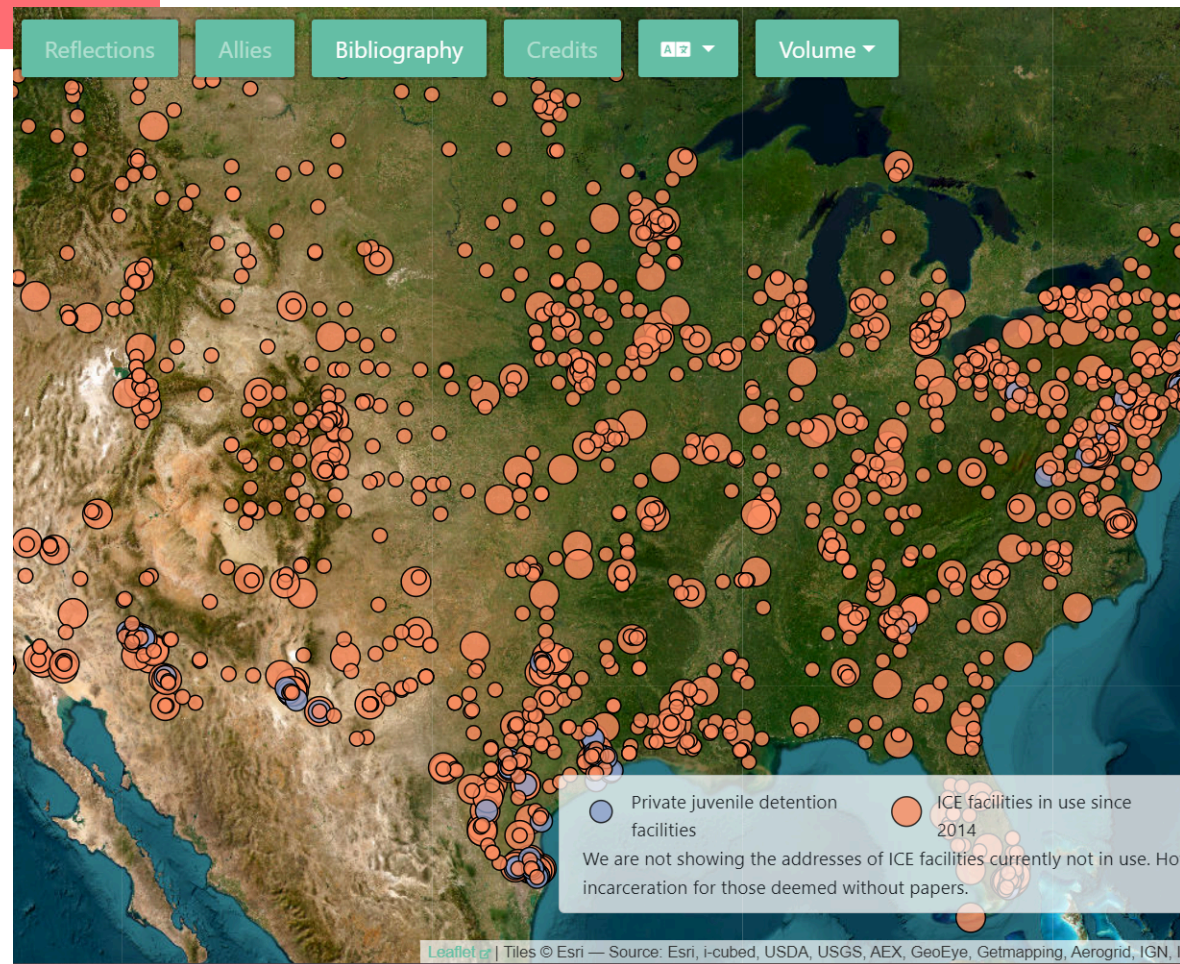
DEBRIEF

What was your experience working with this platform?

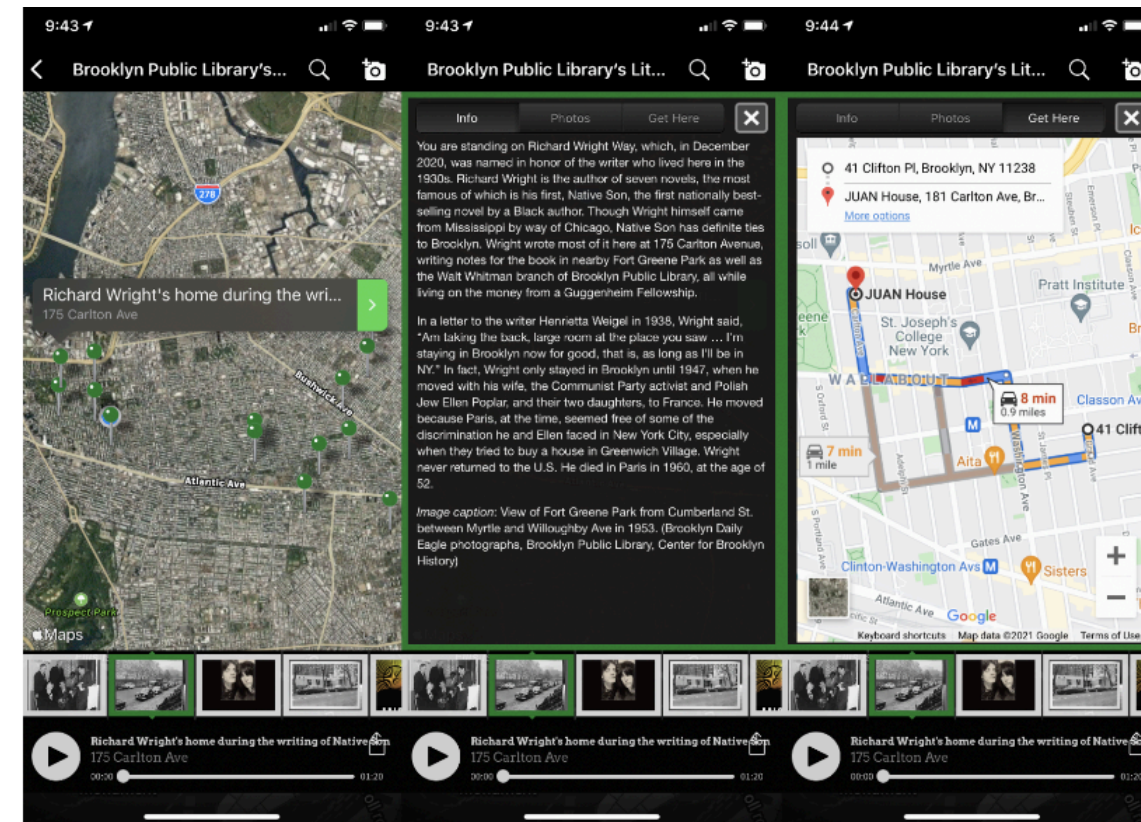
PROS AND CONS

What works, what doesn't

SOPHISTICATED TOOLS: MORE SUITABLE FOR RESEARCH



<https://xpmethod.columbia.edu/torn-apart/volume/1/>



Preview of the app.

Don't have a smart phone? You can explore the tour on your [web browser](#).

Writers on this tour include:

- Marianne Moore
- Ezra Jack Keats
- Richard Wright
- Walt Whitman

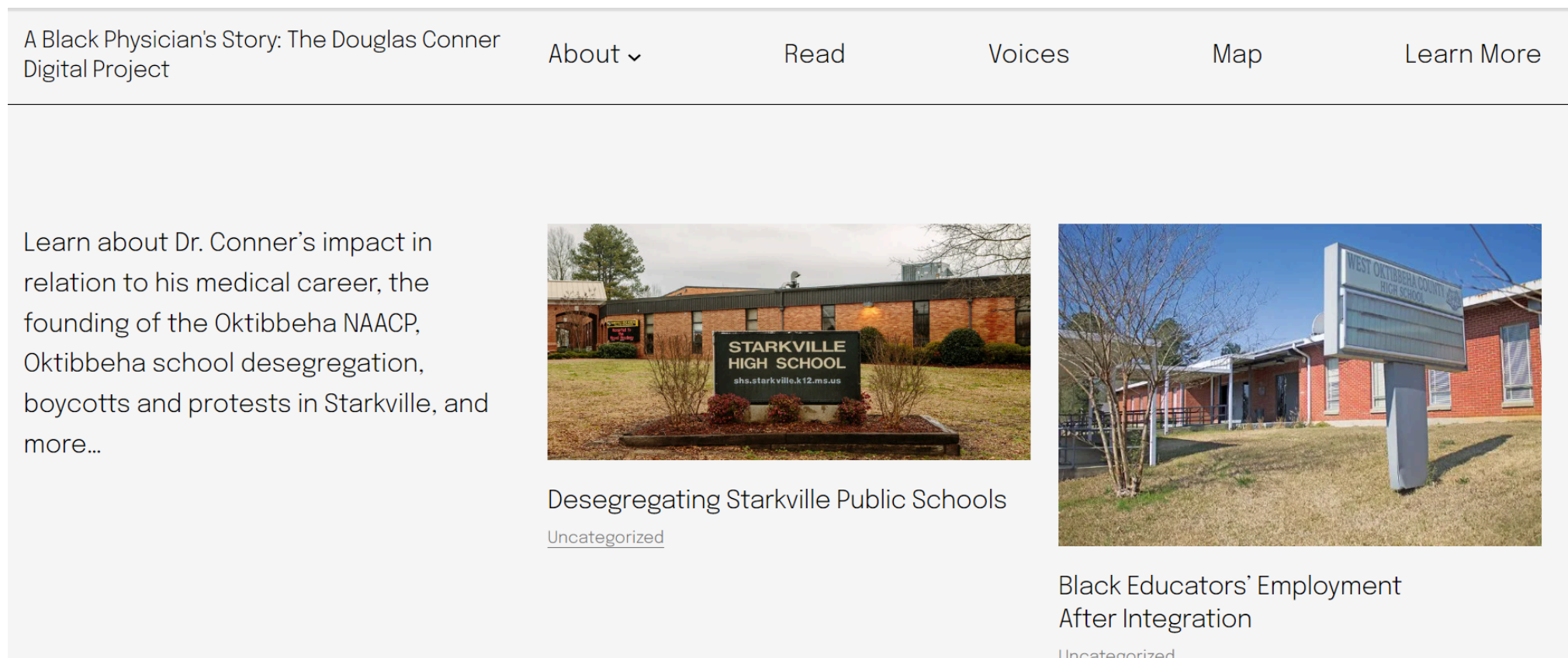


<https://mila.ss.ucla.edu/story-maps/>

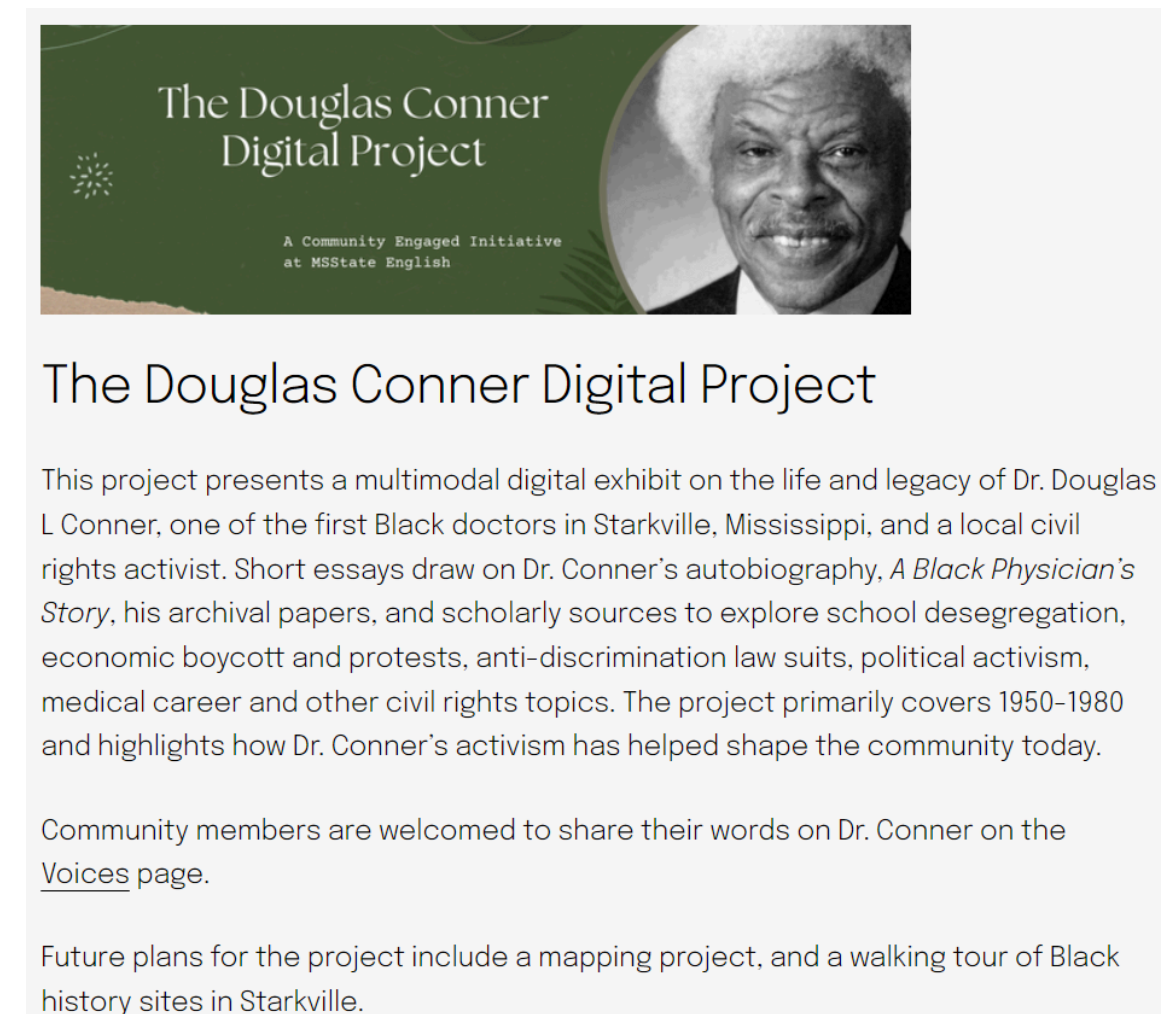
- More sophisticated work with mapping generally uses tools like ArcGIS, ESRI's Storymaps, QGIS, CartoDB.
- Apps to create walking tours based on literary texts
- DH projects combining several different tools
- Tools are not usually free, and require more intensive learning. Might be better suited for research projects, or in classes where you can devote more time to learning the tool

EXAMPLE 3: CONNER DIGITAL PROJECT

- Combining different kinds of data: literary, archival, geospatial
- Project will be built in multiple stages with different classes



<https://ablackphysiciansstory.wordpress.com/>





EVALUATING STUDENT WORK

- Grading rubric should account for unique type of writing needed for digital project + use of the technology
- Making room for failure
- Grad students can write their own assignment rubrics
- Assignment should be accompanied by a reflection

“With digital projects, visuals are so very important. With papers it's just research, analysis, and critical writing skills. Digital projects require all three, an ability to be succinct while still getting the information across, and making compelling visuals. This type of project was at times more difficult than a paper, but it was nice to have something that made us think critically in other ways.”

“Planning and designing this project were very different from planning my seminar papers and other essays because I had to look at how to draw audience to the project.”

AFTER THE PROJECT

LAUNCH DAY

Do a formal project launch, online or in-person.
Concrete deadline + celebration

PERMISSION FORMS

Collect permission forms to share student work, especially if you want to use it as model

CV LINES

Students may need help listing the digital project appropriately on their CV

MAINTENANCE

How long will site stay live? Who will do maintenance, backups, security, etc?






This class has challenged me to think about writing differently.

*Writing my project on WordPress exposed me to different ways a text can be shared
aside from the traditional paper writing.*

*Planning and designing this project was much more rewarding than typical English classes. It is something that
will have an impact on others if they see it, and that is what makes me love this project even more!!*

*Overall, I enjoyed working on this project because of the whole new writing experience it gave me. The
narrative challenges the idea that movement is easy which cannot be seen on maps. Although traditional
maps show the distance between places, they do not show the struggles people go through just to move
from one place to the other.*



ADDITIONAL RESOURCES

MLA has a specific website about mapping in connection to digital humanities

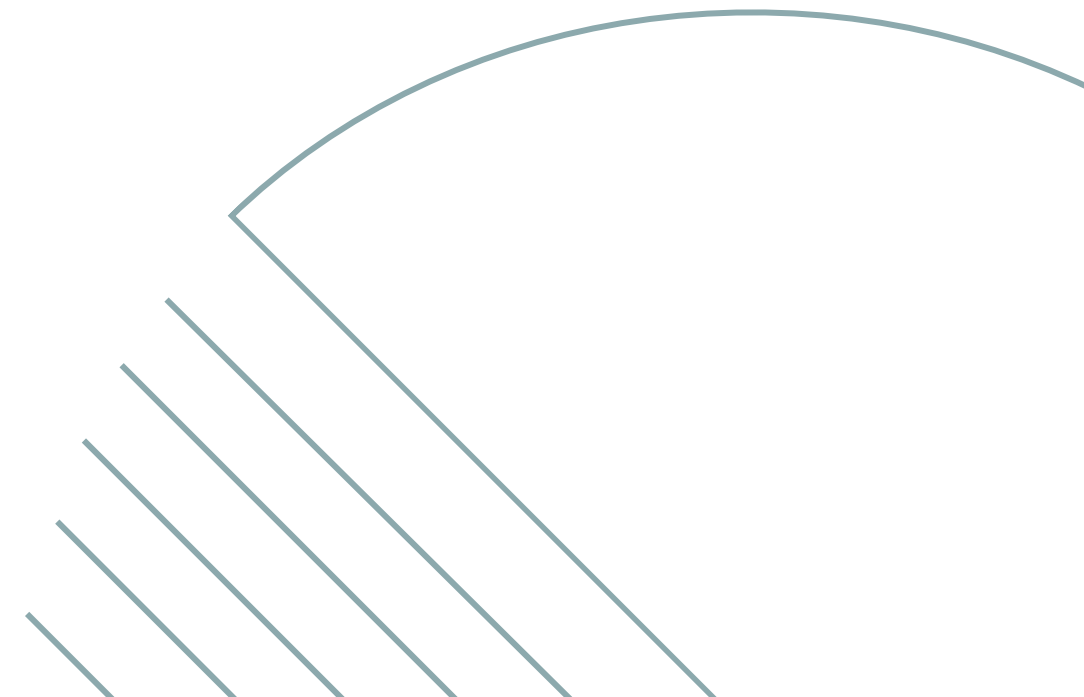
MLA also has a subsection on digital pedagogy.

There are existing sites that suggest software that can be used for pedagogical mapping.

Hybrid Pedagogy has a site that gives an overview of digital humanities and includes community articles that could inspire new practices.

Tool repository for text analysis, including social media: TAPoR

Browse Digital Humanities Quarterly, the Debates in Digital Humanities book series, and other open access publications.



The background is a dark charcoal grey. In the corners, there are abstract geometric patterns. Top-left: A series of thin, light grey diagonal lines radiating from the corner, and a thin white arc. Top-right: A cluster of semi-circles in yellow, blue, teal, and red. Bottom-left: A cluster of semi-circles in red, teal, and blue. Bottom-right: A thin white arc and a series of thin, light grey diagonal lines radiating from the corner.

THANK YOU