



FACULTY OF CREATIVE AND CRITICAL STUDIES
DEPARTMENT OF CRITICAL STUDIES

Winter Term 1
The Self-Conscious Text (3 Credits)

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Lectures and Labs: Tuesdays and Thursdays 9:30-11:00 SCI 128

Office hours: Thursdays 11:00-12:00 CCS 346

Course Objectives and Learning Outcomes:

Digital artifacts and tools, the products of positivist computational logic, may seem at odds with the humanities tradition, however, encoding and visualization can help scholars engage in the types of analysis that are at the heart of the humanities. Working collaboratively, students in *The Self-Conscious Text* will apply digital research methods to a range of scholarly practices, from visualizing and mapping to encoding and publishing and will bring their digital, textual, and cultural literacy together in the production of an online edition. Through practice-based reflection students will employ close reading methods as they plan their own descriptive markup, as well as distant reading methods as they use large data sets to develop their own research questions.

By the end of the course students who have learned successfully will be able to

- Understand the cultural context of digital humanities' development
- Understand the broad history of the Web
- Use digital methodologies
- Build on elemental digital skills to produce critical digital resources
- Engage critically and creatively with their own and others' digital texts.

Course Format:

This course combines a lab and lecture format. One third of class time will be devoted to lecture, another third to developing research skills (close reading, primary and secondary source evaluation, editing, training, troubleshooting), and the remaining third to publishing and communication (project planning, writing for a scholarly audience, class presentations).



Course Requirements:

There are no special prerequisites for this course (if you know how to send an email, you have all the technical skills that you need to dive into DIHU 301); however, you are expected to come to class prepared to discuss each week's readings and to participate fully in course activities.

Evaluation Criteria and Grading:

Syllabus Quiz - Sept 18	6%
Map, Visualization, or Micro-Edition Show and Tell – Oct 14	9%
Course Concepts Midterm – Oct 21	10%
Learning Success Journal (top 20 entries) – weekly	30%
Paratext or Critical Apparatus Plain Text – Nov 4	25%
Encoded Edition Content and Rationale – Nov 19	20%

Required Readings and Software:

Course Reader. Available in the UBCO bookstore. All Course Reader readings are marked with <CR> in the Course Schedule

Dickens, Charles. *A Christmas Carol*. Ed. Richard Kelly. Broadview Press, 2003. Print. Available in the UBCO bookstore

Various websites. Listed in the Course Schedule

Firefox. Available in SCI 128 and for download at <<http://www.mozilla.org/en-US/firefox/new/>>

Oxygen Editor. Available in SCI 128 and for optional purchase at <<http://www.oxygenxml.com/>>

Sublime Text 2. Available in SCI 128 and for optional purchase at <<http://www.sublimetext.com/2>>

Assignments

Syllabus Quiz

At the beginning of week three there will be a quiz on the syllabus administered outside of class time via Blackboard. The quiz consists of ten multiple-choice questions on the contents of this syllabus. If you are unsatisfied with your mark on your first attempt you may reset the questions and retake the quiz.

Map, Visualization, or Micro-Edition Show and Tell

Each presentation should be two minutes in length (be sure to practice with a timer), and should consist of 3 components, displayed on up to three powerpoint slides or via a live demo: a brief tour of your visualization or map, an explanation of the research question you hoped to answer, and a self-reflexive commentary about the process (Prompts: How did you prepare your data? How did your map, edition, or visualization differ from your original vision? What frustrated you? What research did you have to undertake? What was your greatest success? If you were to restart the assignment, what would you do differently?).



Midterm

On October 21st will be a short in-class diagnostic quiz on the key concepts we have covered in the course.

Learning Success Journal

Each person in the class has personal blog space on Blackboard. Please use this space to keep a journal of your experiments in encoding, critical reading, and visualization. As you work and read, either in class or at home, keep notes on your process. Most weeks I will offer a prompt or two to respond to, but on the weeks that I don't, please record what you are working on, what has worked well, and what could work better. Ideally you should create at least two entries per week. While some posts are mandatory, there is a little flexibility built into the system—you will only be graded on 20 entries.

Encoded Chapter

You will encode a chapter of *A Christmas Carol*, a film introduction, or other critical apparatus for our Multimedia Edition. While you are required to include the original paragraph breaks and a few TEI header elements, the rest of the descriptive encoding is up to you. Since no one person can encode everything of interest in a written text, you will have to select the most appropriate elements, and, in your encoding rationale, argue for their inclusion in your final encoded chapter.

Paratext and Critical Apparatus

Every edition needs paratext and critical apparatus. For the final assignment you will sign up to collaboratively research and produce either the introduction to our edition of *A Christmas Carol*; a timeline of its publication in the context of relevant world events; a map; a comparative encoding rationale; or a series of analytic visualizations (see the grading rubric and instructions, available on Blackboard mid-course, for more details).

Course Schedule

Week 1

September 2: Introduction to the Course

September 4: A Brief Introduction to the Digital Humanities

Burdick, Anne et al. "A Short Guide to the Digital Humanities." *Digital Humanities*. Cambridge, MA: MIT Press, 2012. 122–125. Print. <CR>

Week 2

September 9: Critical Making: HTML & CSS

September 11: Information Overload and Working After the Web

William Turkel "How To" <<http://www.williamjturkel.net/how-to/>>



Burdick, Anne et al. "Humanities to Digital Humanities." *Digital Humanities*. Cambridge, MA: MIT Press, 2012. 3–26. Print. <CR>

Week 3

September 16: Critical Making: HTML & CSS

Review HTML key terms and concepts at
<http://www.codecademy.com/en/glossary/html#comments>

Review CSS key terms and concepts at
<http://www.codecademy.com/en/glossary/css#comments>

September 18: The Cultural History of HTML; Syllabus Quiz due before class

Campbell-Kelly, Martin et al. "The World Wide Web." *Computer: A History of the Information Machine*. 3rd ed. New York: Westview Press, 2013. 286–305. Print.
<CR>

Week 4

September 23: Critical Making: HTML & CSS – complete your micro-edition

If your micro-edition is done, add some dynamic content by taking JavaScript for a spin
<<http://www.codecademy.com/tracks/javascript>>

September 25: Visualization

Jockers, Matthew, and Julia Flanders. "A Matter of Scale." *Faculty Publications -- Department of English, University of Nebraska Arts and Humanities Commons* (2013): n. pag. <CR>

Voyant <<http://voyant-tools.org/>>

Voyant, getting started <<http://docs.voyant-tools.org/start/>>

Voyant, examples <<http://docs.voyant-tools.org/about/examples-gallery/>>

I highly recommend:

What Can Digital Reading Tell Us About the Material Places of Victorian Poetry?

Magazine Modernism

On Metadata and Cartoons

Gephi <<https://gephi.org/>> (optional additional software)

Week 5

September 30: Critical Making: Visualization

Novice: Voyant

Experienced: Gephi

Vaidhyanathan, Siva. *The Googlization of Everything (and Why We Should Worry)*.

Berkeley: U of California P, 2011. Print (Preface and introduction). <CR>

Google Advanced Search < http://www.google.ca/advanced_search>

October 2: If You Build it Will they Find It?



Campbell-Kelly, Martin et al. "The Internet." *Computer: A History of the Information Machine*. 3rd ed. New York: Westview Press, 2013. 275–285. Print. <CR>

Kirschenbaum, Matthew. "What Is Digital Humanities and What Is It Done in English Departments?" *Debates in the Digital Humanities*. Ed. Matthew Gold. Minneapolis, MN: U Minnesota P, 2012. 3–11. Print. <CR>

Week 6

October 7: Critical Making: Google Fusion Table Map

Underwood, Ted. "Where to Start with Text Mining." *The Stone and the Shell*. Web. <<http://tedunderwood.com/2012/08/14/where-to-start-with-text-mining/>>

Introduction to Fusion Tables <<https://sites.google.com/site/fusiontablestalks/home>>

October 9: What do Digital Humanists Do all Day?

Four entries of your choice from

<<http://dayofdh2013.matrix.msu.edu/blogs/>>

<<http://dayofdh2012.artsrn.ualberta.ca/>>

<<http://ra.tapor.ualberta.ca/~dayofdh2011>>

Week 7

October 14: Map, Visualization, or Micro-Edition Show and Tell

October 16: Introduction to XML

Stone, Marjorie, and Keith Lawson. "'One Hot Electric Breath': EBB's Technology Debate with Tennyson, Systemic Digital Lags in Nineteenth-Century Literary Scholarship, and the EBB Archive." *The Victorian Review* 38.2 (2012): 101–125. Print. <CR>

Birnbaum, David. "What Is XML and Why Should Humanities Scholars Care?" *Computational Methods in the Humanities* 6 June 2011. Web. <CR>

Week 8

October 21: Misers, Ghosts, and other Victorian Delights; Midterm *A Christmas Carol*

October 23: Multimedia Edition Planning 101

Week 9

October 28: Critical Making: Multimedia Edition Research

October 30: Introduction to the Text Encoding Initiative

Thomas, Julia. "Digital Transformations." *Journal of Victorian Culture* 13.1 (2008): 101–107. <CR>

TEI Guidelines. Chapter 3 Introduction, 3.1 - Paragraphs, 3.8.1 - Notes and Simple Annotation <<http://www.tei-c.org/release/doc/tei-p5-doc/en/html/CO.html>>



Week 10

November 4: Authority, Quality, and the Crowd; Critical Making: TEI Practice; Multimedia Edition Text due

Cohen, Dan. "The Social Contract of Scholarly Publishing." *Debates in the Digital Humanities*. Ed. Matthew Gold. Minneapolis, MN: U Minnesota P, 2012. 319–321. Print. <CR>

TEI Guidelines. 3.11 Bibliographic Citations and References <<http://www.tei-c.org/release/doc/tei-p5-doc/en/html/CO.html>>

November 6: The Cultural History of Technical Expertise

Ensmenger, Nathan. "Introduction: Computer Revolutionaries." *The Computer Boys Take Over: Computers, Programmers, and the Politics of Technical Expertise*. Cambridge, Mass: MIT Press, 2010. 1–26. Print. <CR>

Nowwiskie, Bethany. "What Do Girls Dig?" *Debates in the Digital Humanities*. Ed. Matthew Gold. Minneapolis, MN: U Minnesota P, 2012. 235–240. Print. <CR>

Week 11

November 11: Remembrance Day – no class.

November 13: Digital Divides

Rushkoff, Douglas. *Program or Be Programmed: Ten Commands For a Digital Age*. Berkeley, CA: Soft Skull Press, 2011. Print (Preface and introduction) <CR>

Widner, Michael. "Learn to Code; Learn Code Culture." *HASTAC: Humanities, Arts, Science, and Technology Advanced Collaboratory* 16 Feb. 2012. <CR>

Posner, Miriam. "Some Things to Think About Before You Exhort Everyone to Code." *Miriam Posner: Blog* 29 Feb. 2012. (blog post and Stephen Ramsay's reply) <CR>

Week 12

November 17: Critical Making: Multimedia Edition Encoding

Smooth, Jay. "Why I Will Feed the Trolls if I Damn Well Want To" <<http://www.animalnewyork.com/2012/ill-doctrine-why-i-will-feed-the-trolls-if-i-damn-well-want-to/>>

November 19: Multimedia Edition Presentations; Encoded portion of the Multimedia Edition due

Week 13

November 24: Putting Your Research to Work

Morley, David. "Media." *New Keywords: A Revised Vocabulary of Culture and Society*. Ed. Tony Bennett et al. Malden, MA: Blackwell Pub, 2005. 211–214. Print. <CR>

Grossberg, Lawrence. "Ideology." *New Keywords: A Revised Vocabulary of Culture and Society*. Ed. Tony Bennett et al. Malden, MA: Blackwell Pub, 2005. 175–178. Print. <CR>



Scheinfeldt, Tom. "Sunset for Ideology, Sunrise for Methodology?" *Debates in the Digital Humanities*. Ed. Matthew Gold. Minneapolis, MN: U Minnesota P, 2012. 124–125. Print. (optional additional reading) <CR>

November 27: Knowing What We Know Now
A Christmas Carol Multimedia Edition Launch

Missed Deadlines

You must inform me, in advance where possible, if you will be missing any test, presentation, or assignment deadline, or need accommodation on medical, religious, or compassionate grounds. You must provide proper documentation in order to make alternate arrangements. If you will be using the services of the Disability Resource Centre, or need accommodation in the classroom, please provide documentation at the start of the semester. The late penalty for all assignments is 5% per day unless otherwise noted.

Web Services

We will be using several web services (e.g. Google Fusion Tables) in this course. You do not have to give any of the web services your real name or email account. You can set up a new email account, if you would rather not use your primary account for the course's online exercises.

Course Communication

You are required to engage in respectful communication in class discussions and email correspondence. If you would like to review the best practices for email communication I encourage you to visit <<http://bit.ly/ProfComm>> for explicit instructions prepared by Queen's University's Learning Strategies Development office (to which I will only add one note: the best way to find out how your correspondents would like to be addressed is to check how they sign their names). To guarantee a response within 36 hours, please include the course code (DIHU 301) in the subject line of *all* email correspondence.

Academic Integrity:

The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work. Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. For example, incidences of plagiarism or cheating may result in a mark of zero on the assignment or exam and more serious consequences may apply if the matter is referred to the President's Advisory Committee on Student Discipline. Careful records are kept in order to monitor and prevent recurrences.



A more detailed description of academic integrity, including the University's policies and procedures for dealing with academic misconduct, may be found in the Academic Calendar at <http://okanagan.students.ubc.ca/calendar/index.cfm?tree=3,54,111,0>.

Office of the Ombudsperson for Students:

The mandate of the Ombuds Office is to ensure that students are treated fairly in every aspect of their university life. The office is a safe and confidential place where students can get assistance and guidance on existing resources and processes, and help in resolving conflicts related to fairness issues.

If you require assistance, please contact the Office of the Ombudsperson:
Maria Mazzotta | 227B University Centre | 250-807-9818 | www.ombudsoffice.ubc.ca

Equity, Human Rights, Discrimination and Harassment:

UBC Okanagan is a place where every student, staff and faculty member should be able to study and work in an environment that is free from human rights-based discrimination and harassment. UBC prohibits discrimination and harassment on the basis of the following grounds: age, ancestry, colour, family status, marital status, physical or mental disability, place of origin, political belief, race, religion, sex, sexual orientation or unrelated criminal conviction.

If you require assistance related to an issue of equity, discrimination, or harassment, please contact the Equity and Inclusion Office – Okanagan and/or your department head.

Equity and Inclusion Office - Okanagan

Phone: 250-807-9291; Toll-free: 1-866-596-0767 ext. 2-6353

Email: equity.ubco@ubc.ca

Web: www.ubc.ca/okanagan/equity

FCCS Calendar of Events

FCCS will host many great events this academic year. Please bookmark this page for future reference: <http://www.ubc.ca/okanagan/fccs/news-events/calendar.html>.

SAFEWALK

Don't want to walk alone at night? Not too sure how to get somewhere on campus? Call Safewalk at 250-807-8076. For more information, see:
<http://www.ubc.ca/okanagan/students/campuslife/safewalk.html>