

Fall 2013
CUNY Graduate Center
M 4:15pm – 6:15pm
Room C415A

Digital Praxis Seminar
MALS 75400/IDS 81640

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Course Group: <http://commons.gc.cuny.edu/groups/digital-praxis-seminar-fall-2013/>
Course Blog: <http://cuny.is/dhpraxis>
Course Hashtag: #dhpraxis

DH Praxis Seminar Overview:

Aiming to ensure that new students begin thinking about digital scholarship and teaching from the moment they enter the Graduate Center, this year-long sequence of two three-credit courses introduces a variety of digital tools and digital methods through lectures offered by high-profile scholars and technologists, hands-on workshops, and collaborative projects. Students enrolled in the two-course sequence will complete their first year at the GC having been introduced to a broad range of ways to critically evaluate and to incorporate digital technologies into their academic research and teaching. In addition, they will have explored a particular area of digital scholarship and/or pedagogy of interest to them, produced a digital project in collaboration with fellow students, and established a digital portfolio that can be used to display their work.

The two connected three-credit courses will be offered during the Fall and Spring semesters as MALS classes for master's students and Interdisciplinary Studies courses for doctoral students. The Fall 2013 class will be co-taught by Professors Stephen Brier and Matthew Gold, with numerous guest speakers.

Fall 2013: DH Praxis Seminar

The Fall semester will introduce students to a broad range of ways of thinking about their research and teaching using digital tools and methods. Emphasis will be placed on the interdisciplinarity of, and conversations related to, digital scholarship. Invited speakers, all prominent digital humanists, will each give one large public lecture and one hands-on workshop.

Learning Objectives

- Students will become acquainted with the current landscape of digital academic work.
- Students will create a social media presence and begin to prepare their own digital portfolios.
- Students will determine a digital track to focus on for their Spring projects.
- Students will become familiar with the resources available at the Graduate Center to support work on digital teaching and research projects.

Requirements and Structure:

Weekly Class Sessions and Blogging

- Weekly readings in advance of class sessions and public presentations
- Seminar sessions will be broken up into two parts: a public presentation/lecture and an in-class discussion following the presentation
- Students are responsible for writing at least two blog posts on our course blog in response to readings. Blogs posts should be published by Wednesday at 5pm each week at the latest. There will be five slots open for week and students will sign up for weekly posts.
- All students except those writing the major blog posts are responsible for commenting on at least one blog post by a fellow student
- So, our weekly schedule will be: 1. Read 2. Hear lecture 3. Participate in discussion 4. Post blog posts 5. Comment
- Once during the semester, students will write a blog post that explores and reviews a digital humanities tool chosen from a list provided.

Workshops

- We will be offering workshops throughout the semester. Students are responsible for attending a minimum of four workshops over the course of the semester. You are free to go to as many as you'd like pending space limitations.

Final Projects

- Students may choose between writing a reflective course paper that discusses how new methodologies / digital tools are affecting their respective academic fields; or crafting a proposal, ideally to be executed with with one or more fellow students in the following semester.
- Final Proposal Lightning Presentation

Grading:

1. Regular participation in class discussions across the range of our online course spaces is essential. A significant part of our course will involve

- experimentation and play with various digital humanities tools. There will also be an emphasis throughout the course on online participation through various projects and weekly online discussions that will contribute to your final grade. (50%)
2. Final paper (50%)

Accounts:

Immediately following the first class, all students should register for accounts on the following sites: [CUNY Academic Commons](#), [Twitter](#), and [Zotero](#).

Remember that when you register for social-networking accounts, you do not have to use your full name or even your real name. One benefit of writing publicly under your real name is that you can begin to establish a public academic identity and to network with others in your field. However, keep in mind that search engines have extended the life of online work; if you are not sure that you want your work for this course to be part of your permanently searchable identity trail on the web, you should strongly consider creating a digital alias. Whether you engage social media under your real name or whether you construct a new online identity, please consider the ways in which social media can affect your career in both positive and negative ways.

Books to Purchase:

Note: We encourage you to purchase books via the link to Amazon at the bottom of the GC's Mina Rees Library homepage (<http://library.gc.cuny.edu/>), which nets a 5 percent contribution to the Mina Rees Library for book and electronic resource purchases for the benefit of all GC students.

Required

Fitzpatrick, Kathleen. *Planned Obsolescence: Publishing, Technology, and the Future of the Academy*. New York: New York University Press, 2011.

Moretti, Franco. *Graphs, Maps, Trees: Abstract Models for a Literary History*. London: Verso, 2005.

Optional

Gold, Matthew K. *Debates in the Digital Humanities*. Minneapolis: Univ Of Minnesota Press, 2012. [Book is available for free online at <http://dhdebates.gc.cuny.edu>]

Additional readings will be made available online and may be required for purchase.

Course Schedule and Preliminary Syllabus (subject to change)

9/9 Introductions

9/16 What is DH/Defining the Digital Humanities

Reading:

- *Debates in the Digital Humanities*: Introduction, Part I: Defining the Digital Humanities + Matthew Kirschenbaum, "Digital Humanities As/Is a Tactical Term"
- Gold, "Digital Humanities" from *The Johns Hopkins Guide to Digital Media and Textuality*
- Steven E. Johns, Introduction and Chapter 1 of *Emergence of the Digital Humanities*
- Susan Hockey, "[The History of Humanities Computing](#)" from [A Companion to Digital Humanities](#)
- [The CUNY Digital Humanities Resource Guide](#)

9/23 Lev Manovich (CUNY Graduate Center) on Data Visualization

Reading

- Lev Manovich, "Trending: The Promises and the Challenges of Big Social Data," "How to Compare One Million Images"
- Lev Manovich, "Media Visualization: Visual Techniques for Exploring Large Media Collections"
https://docs.google.com/viewer?url=http%3A%2F%2Fsoftwarestudies.com%2Fcultural_analytics%2FManovich.Media_Visualization.web.2012.v2.doc
- Lev Manovich, "What is Visualization"
<http://lab.softwarestudies.com/2010/10/new-article-is-visualization.html>

Playing:

- Visualization projects: check out "History Flow" - <http://www.bewitched.com/historyflow.html>
- Ben Fry, "On the Origin of Species: The Preservation of Favoured Traces"
<http://benfry.com/traces/>
- Explore the [Visual Complexity](#) websites

9/30 David Mimno (Cornell University) on Topic Modeling

Reading

- [Topic Modeling issue](#) of *Journal of Digital Humanities*
- Other readings TBA

10/7 TBA

10/15 Matthew Kirschenbaum (University of Maryland) on Media Archaeology
Readings: TBA

10/21 William Turkel (Western University Ontario) on humanistic fabrication and
physical computing
Readings: TBA

10/28 TBA

11/4 Kathleen Fitzpatrick (Modern Language Association) on scholarly
communication.

Reading:

- Kathleen Fitzpatrick, *Planned Obsolescence*
- [Hacking the Academy](#): Hacking Scholarship section in *Debates in the Digital Humanities*

Playing

- Take part in a public open peer review experiment.

11/11 TBA

11/18 TBA

11/25 Tom Scheinfeldt (University of Connecticut) on managing DH projects

Reading:

- Tom Scheinfeldt, [Intro to Project Management Notes](#)
- Bethany Nowviskie, [Ten Rules for Humanities Scholars New to Project Management](#) (pdf)
- Sharon Leon, "[Project Management for Humanists](#)"
- John Unsworth, "[The Importance of Failure](#)"

12/2 TBA

12/9 Simone Browne (University of Texas at Austin) on race, surveillance, and technology
Readings: TBA

12/16 Final presentations

Topics to be added to the TBA dates, pending speaker availability:

- Alt-Ac careers
- Digital mapping
- The future of the book
- Theorizing DH
- Digital Pedagogy

Workshop Schedule TBA