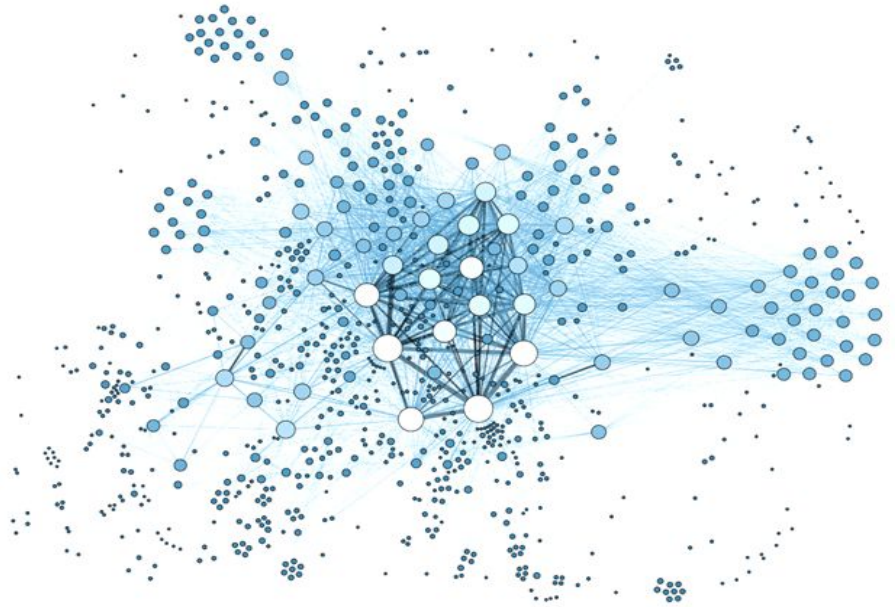


Thinking Digitally: Data & Culture



Interdisciplinary Studies 230

M/W 3-3:50

Olin 157

Office Hours:

M/W 2:30-3, Olin 157

Or by appointment

Questions?

Sharon Alker

alkersr@whitman.edu

This course interrogates the information, machines, and systems that structure our lives. Using Whitman Campus and the Walla Walla community as a source of materials and a laboratory, students will work collaboratively to design critical research questions that can be answered using digital tools. We will investigate practical, ethical, intellectual, creative, and critical interactions between the digital and non-digital worlds through text manipulation, data visualization, and storytelling. Students will explore systems of knowledge, use tools to structure and work with many kinds of data, and engage with debates about digital research methodologies. This course will be taught by experts in a variety of fields and has no prerequisites. No prior knowledge of digital tools is required.

Sharon Alker, *English*

Amy Blau, *Instructional & Data Services Librarian*

Rachel George, *Anthropology*

Sarah Hurlburt, *French*

Emily Jones, *German Studies & Environmental Humanities*

Colin Justin, *Instructional & Learning Technologist for Humanities*

Justin Lincoln, *Art*

Lydia McDermott, *Composition & Director of the Center for Writing and Speaking*

Ben Murphy, *Instructional & Research Librarian*

Mike Osterman, *Director of Enterprise Technology*

Nico Parmley, *Spanish*

Melissa Salrin, *Archivist & Special Collections Librarian*

David Sprunger, *Director of Instructional & Learning Technology*

Grading Contract for Thinking Digitally

This course is graded on a pass/fail basis. If you fulfill the following criteria, you will receive a passing grade.

- Complete all written and hands-on assignments
- Prepare for and actively participate in every class session
- Complete all written assignments by the assigned deadline
- Develop collaboration through group work
 - Make a good-faith effort to work well in groups throughout the semester, demonstrated by your group's self-assessment
 - Thoughtfully reflect on your group's efforts and collaboration in timely self-assessments of each group project
- Meet deadlines for all final project milestones
 - Create a final project that adheres to all requirements and demonstrates thoughtful engagement with class discussions and materials
 - Meet with your group's instructor mentor to plan and to evaluate the final project
 - Make a significant individual contribution to the goals and completion of an excellent final group project
- No unexcused absences

Classroom culture:

- Our class will be collaborative and interactive. Respect and help one another.
- Attendance and enthusiastic participation are crucial.
- Please bring laptops to each class session. Laptops will remain closed except when the instructors ask you to open them.

CLEo Site:

The syllabus, all readings, and assignments are be posted to [our CLEo site](#) under Resources.

Assignments: All assigned work is listed on the class schedule and assignments are posted on CLEo.

- Regular preparation for class, including:
 - engaging with assigned works, reading articles, exploring databases, and watching videos
- Exploring tools, practice using them
- Finding examples for in-class discussion
- Collecting data
- Blog posts (200-250 words) and comments (100-150 words)
(<http://blogs.whitman.edu/thinking-digitally-idsc-230a/>)
- Creating and presenting small group projects

Final Project:

You will form groups for the final assignment, according to your particular interests in topics/tools covered in class, and will be able to work on it during class time (there are 4 assigned class sessions for the project) as well as outside class time. The assignment will ask you to design a project that will include a two page reflective document that reflects on your experience in undertaking this project. During finals week we will schedule an event at which you can present your project.

Accommodations for Students with Disabilities

If you are a student with a disability who will need accommodations in this course, please meet with Rebecca Frost, Director of Student Success and Disability Support Services (Mem. 205, frostr@whitman.edu) for assistance in developing a plan to address your academic needs. All information about disabilities is considered private; if Sharon receives notification from Ms. Frost that you are eligible to receive an accommodation, she will provide it in as discreet a manner as possible.

Technology

You filled out a survey on the technology (e.g. laptops and mobile devices) you currently have at the end of last semester. If your access to hardware has changed or if you have limited access to hardware, please contact David Sprunger (sprungde@whitman.edu).

Digital Fellows (a.k.a Multimedia Interns):

These fellows will be providing technical support throughout the semester.

- Zuhra Amini
- Jackie Greisen
- Ian Floyd
- Tyler Maule
- Mikaela Slade

The digital fellows are available to help you by appointment in the Hunter Multimedia Development Lab (Hunter 108). To request an appointment, email mdl@whitman.edu. Unless you've made special arrangements with them, **please refrain from contacting them via their individual Whitman email addresses**. We will announce additional availability for you to get help from the digital fellows as necessary.

Tentative Class Schedule

Week	Date	Topics and Assignments
<p style="text-align: center;">**All readings and assignments are to be done before class on the day they are listed, unless otherwise noted.**</p>		
Foundations		
1	W 1.18	<p>Introduction and Beginnings Instructors: Emily Jones and Sharon Alker</p> <ul style="list-style-type: none"> ● Student/Faculty introductions ● Highlights of the syllabus ● Discussion of Group Work ● Some Key Terms
2	M 1.23	<p>Studying the Archive: Archives as an intersection between communities and technologies Instructors: Ben Murphy and Melissa Salrin Read:</p> <ul style="list-style-type: none"> ● Drucker: “Knowledge Design,” pp. 66-68(top), 75 (bottom)-79 (click on the small green “PDF” button) ● Drake: #ArchivesForBlackLives: Building a Community Archives of Police Violence in Cleveland <p>Explore and Respond:</p> <ul style="list-style-type: none"> ● “A People’s Archive of Police Violence in Cleveland” <p>→ Assignment: Take a close look at the “About” Section of the People’s Archive of Police Violence in Cleveland. Think about how data/capta is being used here. How does it organize information? Using some of the ideas you have learned from the Drucker article, think about how knowledge is organized here.</p> <p style="text-align: center;">◆ Blog: Post a comment in response. Due 11 PM on Sunday, 1.22.</p>
	W 1.25	<p>Digital Culture: What does it mean to study digital culture? Instructors: Justin Lincoln and Lydia McDermott Read:</p> <ul style="list-style-type: none"> ● Popova: “How the Bit was Born: Claude Shannon and the Invention of Information <p>Watch:</p>

		<ul style="list-style-type: none"> • Eames: “A Communications Primer” (1953) (22 minutes)
M 1.30	<p>Big and/or Smart Data: What is the difference? What is the role of authorship? Instructors: Sarah Hurlburt and Amy Blau</p> <ul style="list-style-type: none"> • Read Schöch: “Big? Smart? Clean? Messy? Data in the Humanities” • Make a list of 10-20 keywords that represent the main points of the article. Think about how to represent the relationships between these words. Bring the list to class. <p>→ Assignment: Start collecting data on your own life. Assignment posted to CLEo. ◆ Due 2.27 in class.</p>	
UNIT 1: Manipulating Text		
W 2.1	<p>Data lost, data saved: From Source to Text Instructors: Melissa Salrin and Rachel George</p> <p>→ Assignment: There are three sample files, including two kinds of letter and an audio file. Everyone should familiarize themselves with all of the examples. Bring a hard copy of the transcription of your file (assigned on Monday, January 30).</p> <ul style="list-style-type: none"> ◆ Upload the transcription of your file to the CLEo Dropbox. ◆ Due: 11 PM on Tuesday, 1.31. 	
4	<p>M 2.6</p> <p>Hands-on Introduction to Tagging (TEI) Instructors: Sarah Hurlburt and Colin Justin</p> <p>Read:</p> <ul style="list-style-type: none"> • Crompton: TEI Fundamentals and their Application <p>→ Assignment: TEI keywords: Make a list of keywords and terms for understanding this pdf and bring it to class.</p>	
W 2.8	<p>Introduction to Big. Text. Tools. Instructors: Emily Jones and Sarah Hurlburt</p> <ul style="list-style-type: none"> • Google NGram • OCR and Voyant Tools • Women Writers Online - “clean” corpus study • OCR versus TEi tagging <p>Explore:</p> <ul style="list-style-type: none"> • Google NGram Viewer. What kinds of questions can you ask using this kind 	

		<p>of word frequency graph?</p> <p>→ Assignment: Blog Post</p> <ul style="list-style-type: none"> ◆ A one page screen capture from your NGram exploration. ◆ One paragraph (200-250 words) of critical reflection on an outcome, broadly understood (a non-result is also a result, or a criticism of why something is not effective.) ◆ Post Due 11 PM on Tuesday, 2.7.
5	M 2.13	<p>Hashtagging vs. TEI Tagging:</p> <p>Instructor: Rachel George</p> <p>Read:</p> <ul style="list-style-type: none"> ● Bonilla, Rosa: “#Ferguson: Digital protest, hashtag ethnography, and the racial politics of social media in the United States” <ul style="list-style-type: none"> ○ Read the introduction and conclusion carefully and skim the rest.) <p>→ Assignment: Post a blog comment (100-150 words), comparing and contrasting TEI tagging with Bonilla and Rosa’s use of hashtags as a research tool. Comment Due 11 PM on Sunday, 2.12.</p>
	W 2.15	<p>Lab Day: Deconstruct(ed)ing Text</p> <p>Instructors: Justin Lincoln</p> <p>Watch:</p> <ul style="list-style-type: none"> ● “Cut-Ups William S. Burroughs.” ● “Cut up technique - David Bowie” <p>→ Assignment: Experiment with Cut Up Machine (artist analyses, online cut-up generator, word art, etc.) If you have any compelling results, copy and paste into a document and bring into class.</p> <p>Explore:</p> <ul style="list-style-type: none"> ● Young Hae Chang Heavy Industries ● Try this fairly short sample: “THIS IS NOT A JOKE”
6	M 2.20	President’s Day: No Class
	W 2.22	<p>Thinking Textually: Critical Reflexions on Unit I</p> <p>Instructors: Sarah Hurlburt, Rachel George, Justin Lincoln, Melissa Salrin</p> <p>→ Assignment: Blog Post</p>

		<ul style="list-style-type: none"> ◆ This class session is both an ending and a beginning. It is the synthesis session to discuss what we've learned in the unit on text. It's also a brainstorming session about where this knowledge can take us. Your assignment for this session is to think of a project that draws upon the kinds of tools and ideas we've covered in this unit and write a brief project proposal (~200-250 words). Everyone will write a project proposal based on this unit, whether or not they choose to pursue this topic for their final project for the course. ◆ A project pitch contains several essential elements. It is motivated by a question, broadly understood, and it proposes a method for exploring that question, perhaps even answering it. Please do try to skim through the blog on Wednesday before class to familiarize yourself with the other proposals. Blog post due at 11 PM on Tuesday, 2.21.
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UNIT 2: Data Visualization

7	M 2.27	<p>Graphical Expressions of Interpretation Instructors: Amy Blau and Mike Osterman</p> <p>Read:</p> <ul style="list-style-type: none"> ● Drucker: “A Humanities Approach to Graphical Display” <p>→ Assignment: Bring in the data you have been collecting on yourself.</p>
	W 3.1	<p>Infographics/Graphical Approaches Instructors: Colin Justin and Emily Jones</p> <p>Read:</p> <ul style="list-style-type: none"> ● Yau: “Visualizing with Clarity.” Ch. 5 in <i>Data Points: Visualization that Means Something</i>. (On reserve in Penrose or online access.) ● Kaiser Fung: “Junk Charts Trifecta Checkup: The Definitive Guide.” <p>→ Assignment: Find an example of a visualization you think is very effective and an example of a visualization you think is ineffective, and send the images with source information (or a link) to your instructors (the easiest way might be to share Google slides). Be prepared to explain why you chose this visualization with reference to Yau and/or Kaiser Fung.</p>

8	M 3.6	<p>Mapping as Projection and Layering Instructors: Emily Jones, Nico Parmley, Mike Osterman, Colin Justin</p> <p>Read:</p> <ul style="list-style-type: none"> • Yau: “Visualizing Spatial Data” in Data Points ch. 4 pp 165-176 (On reserve in Penrose or online access.) <p>Watch:</p> <ul style="list-style-type: none"> • Physical demo of how all maps are wrong <p>→ Assignment: Explore “HyperCities: Thick Mapping in the Digital Humanities”. How do maps and other kinds of data work together in the HyperCities project. Why might we want to put data on the map? Post a comment on the blog. Blog comment due at 11 PM on Sunday, March 5.</p>
	W 3.8	<p>Lab: Working with existing data Instructors: Colin Justin, Mike Osterman, Emily Jones, Nico Parmley</p> <p>Read:</p> <ul style="list-style-type: none"> • Thogmartin: “Color Blindness and Visualizing Georeferenced Data in Mapped Products: We Can Do More.” <p>→ Assignment:</p> <ul style="list-style-type: none"> ◆ Install Fulcrum on your mobile device. If you require assistance, please come to office hours before class. ◆ Make a list of 3-5 types data that could be compelling when visualized on a map. Bring these ideas to class. (Detailed assignment posted on CLEo.)
3.13-24		<p>No class: Spring Break</p> <p>Collaborative data collection: Gather 15-20 data points on Fulcrum during Spring Break.</p>
9	M 3.27	<p>Map Lab Day: Working with your own data Instructors: Emily Jones, Nico Parmley, Colin Justin, and Mike Osterman</p> <p>→ Assignment: Read Fulcrum and mapping tutorial (Posted to CLEo.)</p> <p>→ After class, each group will share their map and write a blog post (200-250 words) explaining what their goals were for this visualization, what difficulties they encountered, and why mapping is or is not a compelling visualization for this data set. Post Due 11 PM on Tuesday,</p>

		3.28.
	W 3.29	<p>Visualization/Infographic Lab Instructors: Mike Osterman and Colin Justin</p> <p>Watch:</p> <ul style="list-style-type: none"> • Journalism in the age of Data (especially minutes 14:53-32:26) <p>→ Assignment: Decide on data to use in the lab session. Possibilities: data from the self data collecting exercise; data related to your project for Texts; data related to photographs on your phone; Data gathered for the mapping lab. Consider what kinds of questions you can answer from the data, and what kinds of visualizations would work best for these questions. Be sure that the data is available to you in digital form for this session.</p>
Unit 3: Digital Storytelling		
10	M 4.3	<p>Reading Stories: How Stories are Made Instructors: Lydia McDermott and Sharon Alker</p> <p>Read:</p> <ul style="list-style-type: none"> • Several VERY short stories including: <ul style="list-style-type: none"> ○ “For Sale, Baby Shoes, Never Worn” ○ Davis: “Five Stories” • Handout with quotes defining stories and exploring storytelling and reading. (To be posted to CLEo)
	W 4.5	<p>Reading stories: Stories and the Digital Instructors: Lydia, McDermott and Sharon Alker</p> <p>Explore:</p> <ul style="list-style-type: none"> • Electronic Literature: Ask yourself how digital stories differ from textual or oral stories. My Body <ul style="list-style-type: none"> ○ Wilks: “Underbelly” ○ Jackson: “My Body” ○ Lincoln: “Moving Text” <p>Read:</p> <ul style="list-style-type: none"> • Adobe Spark Tutorial and look at examples. (Posted to CLEo)

		<p>→ Assignments:</p> <ul style="list-style-type: none"> ◆ Find 5 images you find useful and arrange them in a story using Adobe Spark. Upload this story to CLEo by Friday April 5th at 11pm. Look at each other's stories before Monday's class. ◆ Write a blog comment (200-250 words) that responds to these three prompts: <ul style="list-style-type: none"> ● Respond to one of your colleagues' Spark stories ● Thinks about what sort of stories you are interested in telling. What does Walla Walla mean to you and what aspects of Walla Walla appeal to you as the subject of a story? ● Briefly evaluate one Omeka exhibit (see links on syllabus for 4.10) as an example of digital storytelling. Blog comment Due 11 PM on Sunday, 4.9.
11	M 4.10	<p>Making stories using Omeka Instructors: Ben Murphy, Colin Justin, David Sprunger</p> <p>Explore:</p> <ul style="list-style-type: none"> ● Look at examples of Omeka exhibits: <ul style="list-style-type: none"> ○ Read about Omeka ○ Review A People's Archive of Police Violence in Cleveland from week 1 ○ Explore at least two other Omeka exhibits from this list <p>→ Assignment:</p> <ul style="list-style-type: none"> ◆ Take and bring one photo of something significant to you in Walla Walla. Bring it on a digital device, so that you can add this to your group's Omeka collection during class. ◆ Post comment assigned above.
	W 4.12	<p>Making stories: Lab Session Instructors: Ben Murphy, Lydia McDermott, Colin Justin, David Sprunger</p> <p>Read:</p> <ul style="list-style-type: none"> ● Sirc: "Box Logic" (This article will be helpful in your group meeting.) <p>→ Assignment: You will begin working on an assignment to tell a story about Walla Walla on Omeka.</p> <ul style="list-style-type: none"> ◆ Before Class on 4.12: Meet or correspond with your group outside

		<p>class and start to plan which images you will use from the collection for your story and how you will weave the personal photos you collected into the story. You may choose to take a new photo if you think of an image that will work better with your story. Add all the photos you plan to use to Omeka.</p>
12	M 4.17	<p>Telling our stories Instructors: David Sprunger, Sharon Alker, Colin Justin → Assignment: Finish your story.</p> <ul style="list-style-type: none"> ◆ Meet with your group outside class and finish your story. ◆ Do a 5 minute presentation in class: Present your story and explain the choices you made when crafting it.
	W 4.19	<p>Can Twitter tell stories? Instructors: Lydia McDermott and David Sprunger Read:</p> <ul style="list-style-type: none"> • Twitterbot tutorial • Organisciak: “Your First Twitterbot in 20 Minutes” <p>→ Assignment: How you might use the skills and ideas you have learned in this class to shape digital stories. Blog: Post a comment in response. Due 11 PM on Friday, 4.21.</p>
		Final Projects
13	M 4.24	<p>Final Projects → Assignment: Brainstorm</p> <ul style="list-style-type: none"> ◆ Before class: Think about tools and ideas that interested you over the course of the semester and about what you think might be fruitful for a team project. ◆ You will be assigned your group for the final project today. ◆ You will be allowed time to brainstorm with your group this class. ◆ Detailed assignment posted to CLEo.
	W 4.26	<p>Final Projects → Assignment:</p> <ul style="list-style-type: none"> ◆ Before class: Meet with your group to discuss how you might move forward to synthesize what you have learned so far into a final

		<p>project. Referring to the guidelines for the assignment, decide: Which tools will you use? What will your story be? What decisions might you have to make to tell that story? What might potential pitfalls be?</p> <p>◆ In class, you will consult with project advisers. Be prepared to present your group's preliminary ideas to your adviser(s).</p>
14	M 5.1	<p>Final Projects</p> <p>→ Assignment: Work on project in class. Instructors and project advisers will be available for consultation.</p>
	W 5.3	<p>Final Projects</p> <p>→ Assignment: Work on project in class. Instructors and project advisers will be available for consultation.</p> <p>→ Be prepared to give your project adviser(s) a status update in class.</p>
15	M 5.8	<p>Final Projects</p> <p>→ Assignment: Work on project in class. Instructors and project advisers will be available for consultation.</p>
Exam Week		<p>→ Project Fair: You will demonstrate your final projects at a fair. Date and location TBD. Attendance is required.</p>