New Course Proposal Cover Sheet (July 2012)

UNIVERSITY OF MARY WASHINGTON -- NEW COURSE PROPOSAL

Electronically submit this completed form with PDF attachments to the Chair of the College Curriculum Committee.

COLLEGE (check one):  Arts and Sciences  X  Business  Education

Proposal Submitted By: J. McClurken  Date Prepared: 9/9/2012
Course Title: Digital History
Department/discipline and course number*: HIST 428

*This course number must be approved by the Office of the Registrar before the proposal is submitted.

Number of credits proposed: 3  Prerequisites: History 298 or 299 and junior or senior status, or permission of instructor.

Will this be a new, repeatable “special topics” course? (Do you want students to be able to take this new course more than once if the topic changes?) NO  X  YES

Date of first offering of this new course: FALL SEMESTER, year 2013
Proposed frequency of offering of the course: Every year or every other year
List the faculty who will likely teach the course: McClurken
Are ANY new resources required? NO  X  YES  Document in attached impact statement

This new course will be (check all that apply):
Required in the major  
Elective in the major  X  General Education**

**AFTER the new course is approved, a separate proposal must be sent to the General Education Committee.

Catalog Description:
The digital humanities, history and new media, and the creation of online historical resources.

COURSE HISTORY
Was this course taught previously as a topics or experimental course? YES  X  NO

Course Number and Title of Previous Course  Semester Offered  Enrollment
HIST 471C3 – Digital History  Spring 2012  17
HIST 471C3 – Digital History  Spring 2010  16
HIST 471C3 – Digital History  Spring 2008  18

X CHECK HERE if the proposed course is to be equated with the earlier topics or experimental offerings. This means that students who took the earlier “topics” course will only be able to take the new course if they made a C- grade or lower in the earlier course.

NOTE: If the proposed course has not been previously offered as a topics or experimental course, explain in the attached rationale statement why the course should be adopted even though it has not been tried out.

REQUIRED ATTACHMENTS:
1. Rationale Statement (Why is this course needed? What purposes will it serve?)
2. Impact Statement (Provide details about the Library, space, budget, and technology impacts created by adding this new course. Include supporting statements from the Library, IT Department, etc. as needed.)
3. Sample Syllabus

Department Chair Approval:  Date: Sept. 10, 2012
CCC Chair Approval:  Bradley Hansen  Date: Sep. 19, 2012
UCC Chair Approval:  Date:  

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Rationale and Impact Statement for HIST 428: Digital History

Rationale Statement

This workshop and discussion based seminar focuses on the philosophy and process of creating digital history. The course readings, workshops, and discussions exposed students to the philosophy and practice of the emerging field of History and New Media. The course is centered on the creation of four digital history projects, all of which are related to making local resources available online. In the first iteration, these projects included the creation of an online presence for the James Monroe Papers, the construction of a site expanding on the state historical markers in the Fredericksburg area, the creation of a digital site on James Farmer, and the building of a digital exhibit for UMW’s Centennial. In the second and third iterations, projects tapped into other resources available on and off campus. No other class in the History major addresses these questions and offers these opportunities to students.

In addition to proving itself a popular course counting toward the history major after three iterations, Digital History has become an elective in the new Museum Studies Minor and it is likely to be an elective in the nascent Digital Studies Minor as well. It also addresses a number of the history major’s learning objectives, including the “Ability to utilize technological resources in research, data analysis, and presentation.” It has produced a number of substantive, lasting digital historical resources, conceived and created by the students. Sites produced in this class include this one transcribing and making available a series of lectures done by civil rights leader and Mary Washington Professor James Farmer (http://jamesfarmerlectures.umwblogs.org/), this one cataloging and evaluating state historical markers in the area (http://fredmarkers.umwblogs.org/), and this one making available a collection previously only seen by visitors to the basement of the James Monroe Museum (http://jmpolitoons.umwhistory.org/).

Impact Statement

This class has been taught three times already, so there are no new resource impacts created by this class that haven’t been previously addressed.
HIST 471C3: Digital History -- Spring 2012
TR, 9:30-10:45  Monroe 211
Jeffrey McClurken  
Office Hours: 9-11 AM, MW; 1:30-2:30 PM, TR, or by appointment.
See also http://twitter.com/wheresthechair/ (request access) or just see the device outside my office door for updates to office hours.

Course Description
This seminar will focus on the process of creating digital history. The course readings, workshops, and discussions will be aimed at exposing students to the philosophy and practice of the emerging field of History and New Media. The course will be centered on the creation of four digital history projects, all of which are related to making local resources available online. The creation of a digital exhibit on original political cartoons located at the James Monroe Museum (ranging from 1880s to 1940s) (JMMPC); the building of a digital archive on James Farmer (specifically, working to digitize and create an accessible set of his lectures from when he taught Civil Rights at Mary Washington) (JFDA); researching and presenting on the buildings on campus and the people for whom they are named (UMWB); reworking and expanding a site on state historical markers in the Fredericksburg/Stafford/Spotsylvania area (SHM). This course counts in the History Major, the American Studies Major, and the Museum Studies Minor.

Departmental Learning Objectives
- Ability to utilize technological resources in research, data analysis, and presentation.
- Appreciation of the diversity of methods and processes.
- Ability to make discipline-specific oral presentations to groups.
- Ability to communicate in a group setting.
- Ability to conduct research in multiple sites.

Course Requirements
Every student and group will:
1) Complete a group project based on a contract made between the group and the professor
2) Post weekly progress reports on your own blog
3) Regularly present to the class about the status of your project
4) Participate in class discussions of readings, videos, and the process of creating digital history
5) Participate in class workshops related to specific programs
6) Create a digital résumé or e-portfolio for yourself.
7) At end of the semester, complete a brief paper/blog post reflecting on the process and defending your project as contracted

Students are expected to attend all classes, read all assigned texts, and participate in class. Laptops are not required, but it will often be easier to have your own computer here as you learn new skills, hear about various tools, explore
particular web sites, and work on your own digital projects. [Projects are due at the start of class (9:30 AM) on the day they are due. Assignments are considered late if turned in/posted anytime after that. Late projects will be penalized one full letter grade or, after 24 hours, not accepted.]

Discussions
Students are expected to attend all classes having read the assigned material. Class participation includes actively participating in daily discussions and responding to class presentations. To that end, for each class for which there are readings/videos, students should also prepare a list of comments on the material (parallels, problems, factual questions, reminders of past readings, connections to ideas from other classes or from “real life”) so that they have those points in front of them for the discussion. Although I have no current plan to collect these comments, I reserve the right to do so at some point during the semester.

Blogging
Narrating the planning, research, and implementation processes via your blogs is a central part of the class and a way for me to measure your effort, your creativity, and your progress as digital scholars. Blog about your problems as well as your successes. Be sure to comment on each others’ blogs and help each other out. This is a community of people going through similar efforts that you can tap into, so do so. Weekly posts & comments are a minimum expectation of the class.

Texts

Other texts for this semester are also available on-line.

Final Grades
Final grades will be determined based on class participation (including blogging, mini assignments, and regular presentations to the class) (35%), on performance on the group contract (5%) and group project (50%), and on the quality of the final formal presentations on the group projects (10%). [Unsatisfactory mid-semester reports will be reported for anyone with a grade of D or below at that time.]

Honor Code
I believe in the Honor Code as an essential, positive component of the Mary Washington experience. You should know that if you cheat or plagiarize in this class, you will fail, and I will take you to the Honor Council, so do not do it. On the other hand, I also believe that having friends or family read and comment on your writing can be extremely helpful and falls within the bounds of the Honor Code (assuming the writing itself remains yours). If you have questions about these issues, then you should talk to me sooner rather than later.
Group Projects — See Project Outlines.

Group Contracts
Each group will create contracts with me about their projects. The contracts are due Monday, February 13, though each will need to be approved by me & may need to be tweaked before that happens. Each contract must include:

– Mission statement (describe project)
– Tools planning on using
– Schedule of milestones (when critical pieces are ready to present)
– Basic division of labor

NOTE: These contracts may be revised as the semester goes on, though only with good reasons and only after a meeting with me.

NOTE #2: Although each group will receive one shared grade for their contract, on the final project everyone will earn an individual and a group project grade, which will be averaged together to make each person’s project grade.

Digital Résumé/E-Portfolio
During Week 8, we will discuss ways of showcasing your work (digital and otherwise) in an electronic portfolio. Each student will be expected to create their own digital résumé by Thursday, March 15.

Regular Presentations (Updates)
Starting in week 6, each group will be expected to make weekly status updates in class on Thursdays on its progress toward their projects. Although some weeks 3-5 minute updates will be sufficient, every other week groups will need to present a more thorough update. See the schedule for more details on when your group does which presentation.

End of the Semester (Public) Presentations
At the end of the semester (either in the last week of class or during the exam period) each group will make a 8-10 minute presentation summarizing their project. More on this later in the semester.

Reflection post/defense of contract
In the last week of the semester, each person will be expected to write a brief blog post or paper (your choice). This paper (~1-2 pages/~500 words) should reflect on the process and defend your group’s project as contracted.
Accommodations
If you receive services through the Office of Disability Resources and require accommodations for this class, please make an appointment with me as soon as possible to discuss your approved accommodation needs. Bring your accommodation letter with you to the appointment. I will hold any information you share with me in the strictest confidence unless you give me permission to do otherwise. If you need accommodations, (note taking assistance, extended time for tests, etc.), please consult with the Office of Disability Resources (x1266) about the appropriate documentation of a disability.

Course Schedule*

Week 1

Jan. 17 — Introduction and Digital Workshop – UMWBlogs, intro to Google’s World
Jan. 19 — What is Digital History? [What are the Digital Humanities? How are the two different?]
— Brief Group Meetings

Reading: Cohen & Rosenzweig, Digital History, Introduction, Ch. 1; Information R/evolution; Seefeldt & Thomas, What is Digital History?: Digital Humanities Definitions by Type; Wikipedia definitions of Digital History & Digital Humanities

Assignments over the weekend:
— Write and publish first blog post
— Add your blog to the class blogroll using the add link widget on this blog.
— Use Google Reader to subscribe to the blogs of the people in class and two digital humanities blogs from the DH Compendium.
— Optional: Set up a Twitter account (or use an existing one) and follow me (@jmcclurken) and/or your classmates and/or some of the scholars from the DH Compendium. If you tweet about our class use the hashtag #ADH2012.

Week 2

Jan. 24 — Digital Workshop – Omeka, Zotero, & Timeline
Jan. 26 — Exploring Other Digital History Projects;
— Brief Group Meeting

Reading: Cohen & Rosenzweig, Digital History, Chapter 2, Chapter 4

Briefly check out the following websites: Valley of the Shadow, French Revolution, http://archive.umw.edu:8080/vital/access/manager/Index, The Emancipation Project; Gilded Age Murder. Review list of Omeka-based sites and pick one to explore more fully.

Assignments: Blog about:
1) some creative uses of the tools we’ve learned about so far. [e.g., how might you use Zotero for something other than citation/research? What could a blog be used for other than personal reflection? What creative ways can you think of to use RSS or Omeka? How might you use these tools in combination with each other or with others you’ve used outside of class. [Be playful with your ideas here.]]
2) Based on your review of the Digital History websites above: Think about what you like about these websites as a whole, and what you don’t. What works and what doesn’t? What elements would you want to incorporate and which do you want to avoid in your own project?

Week 3
Jan. 31 — Digital Workshop – Advanced Google-Fu
Feb. 2 — Digital Archives and Issues of Digitization
— Brief Group Meeting


Check out the following websites: Hurricane Digital Memory Bank, September 11 Digital Archive, Footnote.com; JSTOR; Internet Archive; A House Divided: America in the Age of Lincoln; Famous Law trials; Criminal Intent. Lists of other digital archives and digitization efforts can be found at http://www.newyorker.com/online/2007/11/05/071105on_onlineonly_grafton?currentPage=1 and http://www.archivesnext.com/?page_id=62.

Assignments: Go to http://www.emilychang.com/go/ehub/ and pick out one tool that could be helpful for your project. Discuss it in a blog post.

For more information on the nuts-and-bolts process of digitization, see http://www.nyu.edu/its/humanities/ninchguide/index.html

Week 4
Feb. 7 — Digital Workshop – Audio/Video Editing
Feb. 9 — Group Meeting

Reading: Cohen & Rosenzweig, Digital History, Ch. 5 (we’ll discuss this next week, but it’s important to read before you complete your group contracts).

Group Contracts are due via Google Doc from each group on Monday, February 13

Week 5
Feb. 14 — Group Meeting and Planning — discussions of contract proposals
Feb. 16 — Thinking About and Building an Audience — Discuss C&R, Ch. 5

Week 6
Feb. 21 — Copyright and Wikipedia: What’s the Big Deal?

Reading: Cohen & Rosenzweig, Digital History, Ch. 7; http://creativecommons.org/; Stanford’s guide to fair use; Jimmy Wales (2005) How a Ragtag Band Created Wikipedia (watch at TED.com).
Other resources: Code of Best Practices in Fair Use for Online Video; 2007 documentary on copyright (and music and video remixing); 30+ places to find Creative Commons media.

**Assignment:** Look at the History and Discussion tabs of several Wikipedia history entries and blog about what you see.

**Feb. 23** — JMMPC, JFDA present 10-15 minute progress reports; UMWB, SHM present 3-5 minute progress reports

**Week 7**

**Feb. 28** — Group Meeting and Planning

**Mar. 1** — UMWB, SHM present 10-15 minute progress reports; JMMPC, JFDA present 3-5 minute progress reports

**SPRING BREAK!**

**Week 8**

**Mar. 13** — Building a Digital Résumé or E-portfolio

**Readings:** http://mccclurken.org/; others TBA

**Mar. 15** — JMMPC, JFDA present 10-15 minute progress reports; UMWB, SHM present 3-5 minute progress reports

**Assignment:** Create your own Digital Résumé

**Week 9**

**Mar. 20** — Group Meeting and Planning

**Mar. 22** — UMWB, SHM present 10-15 minute progress reports; JMMPC, JFDA present 3-5 minute progress reports

**Week 10**

**Mar. 27** — Text Mining, N-Grams and Searching in History


**Mar. 29** — JMMPC, JFDA present 10-15 minute progress reports; UMWB, SHM present 3-5 minute progress reports

**Week 11**

**Apr. 3** — Group Meeting and Planning

**Apr. 5** — UMWB, SHM present 10-15 minute progress reports; JMMPC, JFDA present 3-5 minute progress reports
Week 12
Apr. 10 — Impact of Digital History on Historians and on the Practice of History

Reading and Assignment: See this set of articles in the AHA’s Perspectives (2007) and Writing History in the Digital Age (2011) [Pick two or three articles and blog about them.] See also, the footnotes pages for a print volume, The Age of Lincoln, as well as reading the Archives 2.0 article I'll sent you.

Apr. 12 — JMMPC, JFDA present 10-15 minute progress reports; UMWB, SHM present 3-5 minute progress reports

Week 13
Apr. 17 — Group Meeting and Planning
Apr. 19 — UMWB, SHM present 10-15 minute progress reports; JMMPC, JFDA present 3-5 minute progress reports

Public presentations of projects will be in the last week of classes. More on this in class.
Projects due April 24 at the start of class. Reflection paper/blog post due April 26

Week 14
Apr. 24 — Projects due
Apr. 26 — Brief paper/blog post due (~1-2 pages/~500 words) reflecting on the process and defending your project as contracted.

Exam Period
A Summary Discussion of History and New Media