



RELI/ENGL 39

Prof. C. Schroeder ("Dr. S.")

In the very course of being human, we often turn to literature, poetry, art, religion, philosophy, theatre, and film as we seek meaning, beauty, and connection in our lives. Increasingly, we have turned to technology. How might we use computers and digital media to make new discoveries in the arts and humanities? How might we use digital methods to communicate or share our explorations of what it means to be human? This collaborative, project-based course will introduce students to various methodologies in digital humanities, to the use of technology to publish research and creative work digitally, and to critical questions about digital technology and society.

4 units, no pre-requisites

This course satisfies the University of the Pacific GE requirement for Area III-C

T/Th 1-2:45 pm  
WPC 142.

Image: Ida York Abelman, "Man and Machine," courtesy Metropolitan Museum

## Contact Dr. S

by admin - Saturday, August 26, 2017

<https://dh2017.carrieschroeder.net/contact-dr-s/>

Prof. Caroline T. Schroeder  
209.946.3093  
cschroeder [at] pacific [dot] edu  
[www.carrieschroeder.com](http://www.carrieschroeder.com)

Office hours:  
T 3-4 pm  
Th 9-9:50 am  
by appointment  
WPC 101

# Introduction to Digital Humanities

RELI/ENGL 039, Fall 2017

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## Home

by admin - Friday, August 25, 2017

<https://dh2017.carrieschroeder.net/>

## Our Inclusive Classroom

Our learning community is:

- an inclusive environment in which our diverse community can learn.
- a place that will challenge us intellectually and possibly personally. I am committed to working with you on these challenges.
- a place for people of all abilities and backgrounds. Please talk to me about how I can support your success and reach out to the [relevant offices at Pacific](#).
- one piece of your broader life. Any student who has difficulty with basic needs (food, a place to live, etc.) and believes this may affect their performance in the course is urged to notify me if you are comfortable in doing so. This will enable me to provide any other resources that I may possess.

To foster an effective learning environment, we will create a class compact the first week of class. In addition to items you the students will add to the compact, the following principles will guide our work together

- As your professor, I pledge to be honest with you, and I hope that you will do the same for me as well as your peers.
- Derogatory comments based on race, sex, gender, religion, ability, sexual orientation, and other identity positions prevent us from learning. They have no place in our community.
- Knowing and applying the names and pronouns students wish to use are crucial to developing a learning environment that fosters safety, inclusion, and personal dignity.
- We will not try to recruit or convert each other to a particular religious tradition or community.

## Required Readings, Media, and Course Materials:

1. Articles and readings online (on Canvas or on links on the course schedule on this website)
2. Tutorials and software (handouts or links on the course schedule on this website)

**To be successful in this course, students will need access to a computer (laptop or desktop) and high speed internet access every week during the semester.**

**If you do not have a laptop (or desktop with internet at home), plan to spend time in the library computer lab completing your homework.**

**If you have a laptop but no high speed internet at home, plan to spend time on campus completing your homework.**

## Learning Objectives and Outcomes

Upon successful completion of this course, students will be able to:

- use digital and/or computational methods to investigate humanistic and arts-related research questions
- publish or share research and creative work in the humanities and arts in at least one digital modality
- articulate analyses of critical questions about technology and society, such as race, gender, and cultural heritage in digital media
- understand and address issues of openness, privacy, property rights for individuals and communities in digital scholarly communications

Successful completion of this course also contributes to the following University learning objectives:

- Written Communication
- Critical Thinking
- Information Literacy

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## Resources and Policies

by admin - Friday, August 25, 2017

<https://dh2017.carrieschroeder.net/resources-and-policies/>

### Resources

There are a number of tutorials linked on our class schedule. Please review them if you get stuck!

I encourage you to take advantage of the following resources on our campus to enable your success in this class.

- [Writing Center](#) (in the library -- drop in or sign up!)
- My office hours: WPC 101, T 3-4, Th 9-10 & by appointment
- [Office for Students with Disabilities](#)
- [Office for Commuter Students](#)
- [Military and Veteran Student Services](#)

These online resources will also be useful:

- [Dropbox](#), [Box](#), or another cloud service to save files and documents (in case your computer dies and also essential if you are working from multiple computers)
- Google Docs for drafting blog posts in a stable online, auto-save environment
- [APA, MLA, and Chicago citation format guides](#)
- Resource on [developing concise writing](#) (and avoiding wordiness and repetition), including awesome exercises called [the "Paramedic Method"](#) to give your wording writing some first aid to make it more concise!
- Resource on [improving sentence clarity](#)

### Policies

#### Students with Disabilities

If you are a student with a disability who requires accommodations, please contact the Director of the Office of Services for Students with Disabilities (SSD) for information on how to obtain an Accommodations Request Letter. To ensure timeliness of services, please obtain the accommodation letter(s) from the Office of SSD at the very beginning of the semester. Depending on course and session, the wait time may be as long as 1-2 weeks or as short as 1-2 days. After I receive the accommodation letter, please schedule a meeting with me during office hours or some other mutually convenient time to arrange the accommodation(s). The Office of Services for Students with Disabilities is located in the McCaffrey Center, Rm. 137. Phone:

209-946-3221. Email: [ssd@pacific.edu](mailto:ssd@pacific.edu). Online: [www.pacific.edu/disabilities](http://www.pacific.edu/disabilities) Pacific's 3-Step Accommodation Process: 1. Student meets with the SSD Director and provides documentation and completes registration forms. 2. Student requests accommodation(s) each semester by completing the Request for Accommodations Form. 3. Student arranges to meet with his/her professors to discuss the accommodation(s) and to sign the Accommodation Request Letter

## **Academic Integrity**

Students are expected to understand and follow the University's Honor Code. For this course, academic dishonesty includes any violations covered by the Honor Code (including but not limited to cheating, plagiarism, and lying to receive a higher grade), as well as submitting one's own prior work for a new assignment—prior work from this course or another course, and prior work in whole or in part. (Specifically assigned revisions to writing assignments are exempt.) We will discuss plagiarism and citations in class. I encourage any student with questions about academic integrity, plagiarism, or the Honor Code to ask me for clarifications.

Any alleged or suspected violations will be referred to the Office of Judicial Affairs. All students who violate the Honor Code will receive a minimum penalty of a zero for the assignment or exam; a serious violation will merit failure of the course.

**Note: this class has a collaborative component. You are welcome to work together in class and help each other solve problems with your assignments. You may provide guidance to each other but do not complete the entire homework/assignments for each other**

## **What the University has to say about the Honor Code**

The Honor Code at the University of the Pacific calls upon each student to exhibit a high degree of maturity, responsibility, and personal integrity. Students are expected to:

- act honestly in all matters
- actively encourage academic integrity
- discourage any form of cheating or dishonesty by others
- inform the instructor and appropriate university administrator if she or he has a reasonable and good faith belief and substantial evidence that a violation of the Academic Honesty Policy has occurred.

Violations will be referred to and investigated by the Office of Student Conduct and Community Standards. If a student is found responsible, it will be documented as part of her or his permanent academic record. A student may receive a range of penalties, including failure of an assignment, failure of the course, suspension, or dismissal from the University. The Academic Honesty Policy is located in Tiger Lore and online

at <http://www.pacific.edu/Campus-Life/Safety-and-Conduct/Student-Conduct/Tiger-Lore-Student-Handbook-.html>

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## **Assignments & Evaluation**

by admin - Saturday, August 26, 2017

<https://dh2017.carrieschroeder.net/assignments-evaluation/>

## Assignments



Critical Reading blog posts on private course blog analyzing the readings, due 9 pm the night before class discussing the readings.  
 Responses to others' posts on the blog, due before class.



Praxis modules: application of tools, programs, etc., in class or as homework



Digital Scholarship portfolio: your own website showcasing your work



Collaborative Final Project (Proposal, Project plan and group charter, Draft, Self/Peer Evaluation); there will be a Final Group grade & Final Individual grade.



Engaged class participation. Feedback provided at least twice during the semester

Participation is more than attendance.

It is discussing readings, asking questions, listening, taking notes



There are NO EXCUSED or UNEXCUSED absences.

Use the **TOKEN SYSTEM** (described below) to deal with absences and extensions..

**PROJECTS** are collaborative in nature; makeups and extensions cannot be provided.

**IF YOU HAVE AN EMERGENCY**, please contact me immediately so we can discuss your options.

## Grading and Evaluation

### We will be using Specifications Grading in this course.

This method of assessment is designed to encourage you to take ownership of your own education. Everything will be assessed as "Satisfactory" or "Unsatisfactory" based on whether it fulfills the stated learning goals. "Satisfactory" and "Unsatisfactory" do not correspond to "Pass" and "Fail"; instead, Unsatisfactory translates best to "Not done yet!" You can revise your work using the **TOKEN SYSTEM**. Satisfactory work that shows originality or complexity will be evaluated as Excellent and will earn extra tokens.

The final course grade will be based on the bundle of assignments completed at the Satisfactory level. (Pluses and minuses for work that falls between bundles. Consider each bundle as the minimum required to earn that letter as a final grade.)

A Grade Bundle	B Grade Bundle	C Grade Bundle 1 OR C Grade Bundle 2	D Grade Bundle
6 Critical Reading Posts	5 Critical Reading Posts	5 Critical Reading Posts	4 Critical Reading Posts
6 Days of Responses	5 Days of Responses	5 Days of Responses	4 Days of Responses
12 Praxis Modules	10 Praxis Modules	9 Praxis Modules	8 Praxis Modules
1 Collaborative Project ✓ Satisfactory individual eval ✓ Satisfactory group eval	1 Collaborative Project ✓ Satisfactory individual eval ✓ Satisfactory group eval	-	1 Collaborative Project ✓ Satisfactory individual eval ✓ Satisfactory group eval
1 Digital Portfolio ✓ Website on Domain ✓ 3 posts: CR, Praxis, Project	1 Digital Portfolio ✓ Website on Domain ✓ 3 posts: CR, Praxis, Project	1 Digital Portfolio ✓ Website on Domain ✓ 2 Posts: CR, Praxis	1 Digital Portfolio ✓ Website on Domain ✓ 1 post: Project
Satisfactory participation* w/ no more than 2 absences	Satisfactory participation* w/ no more than 3 absences	Satisfactory participation* w/ no more than 4 absences	Satisfactory participation* w/ no more than 5 absences

Each assignment will be evaluated using a rubric you will see and have an opportunity to comment on.

Feedback on participation will be provided twice during the semester. You may also see me in office hours.

### TOKEN SYSTEM

Each student begins the semester with 4 tokens.

Attending special events & Excellent work on assignments (including during class) earn more tokens.

Pro Tip!  
 Come to class.  
 Use Tokens for Revisions!!

1 token = erase an absence (may be redeemed at the END of the semester)

1 token = extension on CR blog post to 9 am (MESSAGE me by original deadline to redeem)

1 token = revise an Unsatisfactory Critical Reading post, Unsatisfactory day of responses, or Unsatisfactory Praxis Module (message me w/in 48 hours of evaluation; not for MISSING work; revisions due in 48 hours)

1 token = 48 hour extension on a Praxis Module or CRITICAL READING Blog Responses (MESSAGE me by original deadline to redeem)

2 tokens = 48 hour extension on a CR blog post (MESSAGE me by original deadline to redeem)



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## Credits

by admin - Saturday, August 26, 2017

<https://dh2017.carrieschroeder.net/credits/>

The header image on the front page is "Man and Machine" by Ida York Abelman, courtesy of the [Metropolitan Museum, NYC](#).

This course has been adapted directly from prior work at:

- [DH101 at UCLA](#)
- Miriam Posner's [blog](#), [2014 DH course](#), [2015 course](#)
- Annie Swafford's [Intro DH course](#)
- Jentery Sayers' [Intro DH course](#)
- Mark Sample's [DIG 101](#)
- [Survey of Spanish American Literature](#)
- Jason Mittell's Specifications Grading [blogpost](#) and [syllabus](#)
- John Warner's Inside Highered Blog [Just Visiting](#)
- Cathy Davidson's blog on HASTAC

I am very grateful to all of them for posting their course materials online for others to remix and reuse.

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This course also benefitted from the readings, discussion, activities, and ethos of the DHSI Feminist DH course taught by Jacqueline Wernimont and Elizabeth Losh, conversations with Lee Skallerup Bessette, and countless Twitter and FB conversations with DHers all over.

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