Overview
Rapid advances in computer and networking technology have created exciting new opportunities to apply
digital methods to historical and philosophical research and dissemination. As a consequence, demand is
rapidly increasing for scholars well-versed in what is often called “digital humanities.” This course provides an
introduction to digital methods—from managing digital data to computational analysis—for advanced
undergraduate and graduate students. Students will explore both the promises and challenges of the "digital
turn" in the humanities, gain hands-on experience with a wide variety of digital tools and techniques, and begin
to develop their own digital projects.

Objectives
• Provide basic training digital and computational tools and techniques that can enhance their own research.
• Provide a conceptual foundation that will allow students to engage critically with digital humanities research
  and methods.
• Expose students to a diverse array of digital projects and approaches, in order to show them what is possible
  in digital/computational HPS.
• Enable students to participate in digital and computational projects at ASU and beyond.

Evaluation
• In-class participation: 50%
• Take-home exercises: 20%
• Final project:
  • Proposal (due by end of week 8): 5%
  • Final project write-up: 15%
  • Final project presentation: 10%

For small assignments between class sessions, we will create a discussion thread on the course website. Before
the start of the class in which the assignment/activity is due, please respond to that thread with a very brief
summary describing:
  • What you did,
  • What insights (if any) you gained, and
  • What problems/challenges you encountered.

You can miss up to two (2) small assignments for any reason (sickness, overwork, crazy party) without it
affecting your “take-home exercises” grade. There is no need to seek our approval prior to missing an
assignment. Any missed assignments beyond two (2) will result in a reduction of your final grade.

Late Assignment Policy: We do not accept late assignments.
Disabilities
If you have a learning, sensory, or physical disability and feel that you need special assistance in lecture, reading, or assignments, please contact us immediately. The first week of the semester is the best time for these discussions. All matters will be held in strictest confidence.

Academic Integrity
The ASU Student Academic Integrity Policy (i.e. Honor Code) applies to all aspects of this course. This policy includes, but is not limited to, doing all your own work on assignments and appropriately acknowledging all sources used in written work. Refer to the ASU Student Academic Integrity Policy if you have questions, or talk with us. Remember that it is the responsibility of the student to clarify ambiguous situations. In other words, if you are not sure, ask us. For more information, see: http://www.asu.edu/studentaffairs/studentlife/judicial/academic_integrity.htm
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<th>Week</th>
<th>Tuesday</th>
<th>Thursday</th>
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<td>1</td>
<td>Introduction; defining terms &amp; concepts. What is data?</td>
<td>What is digital humanities/HPS? Project reviews &amp; project ideas.</td>
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<td>4</td>
<td>Intro to Natural Language Processing.</td>
<td>Link Grammar. Disambiguation using web services.</td>
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<td>Networks &amp; visualization I. Introduction to graph theory.</td>
<td>Networks &amp; visualization I. Introduction to graph theory.</td>
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<td>Open: workshop &amp; discussion.</td>
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<td>Project presentations.</td>
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Course Project

The purpose of the course project is to give you an opportunity to apply the tools and techniques that you learn in this course to your own research objectives. If you are working on a thesis or dissertation for your degree, ideally the course project would contribute to that broader project in some useful way. If you’re not working on a thesis, this is can be an opportunity to explore a particular tool or method (or set of methods) in greater depth. Your project can be primarily a research project, or primarily an education or public outreach project, or a mixture of both.

Proposal (5% of overall grade)

By the beginning of week 9, you should turn in a (roughly) 1-page proposal for your project. Your proposal should address the following issues:

- What is the driving (research) question or (education/outreach) objective of your project?
- What is the intended audience for your results?
- What tools, techniques, or methods will you employ? Why?
- What will be the success criteria for your project?
- What will you be able to write about at the end of your project? (see below)
- What will be the products (digital objects, visualizations, websites, etc.) of your projects?
- Will your project require significant computational resources?

Project Write-up/Grant Proposal (15% of overall grade)

By the end of the semester you should produce either a short write-up of your project that can be published online (e.g. as a blog post, or short e-journal article), or a grant proposal for a digital project (e.g. an NEH start-up grant).

If you choose the write-up: this isn’t a term paper! The purpose of this exercise is to get you in the habit of communicating your project to a broader audience. Every project will lend itself to a slightly different kind of write-up, but we suggest that you focus on:

- The intellectual/education/outreach goals of the project,
- Why you think that those goals lent themselves to a digital or computational approach,
- Your methods, and why you chose them,
- Your results, and how/if your methods satisfied your goals.

It’s a good idea to include visual aids, if possible! We won’t enforce a strict word limit, but good blog posts often fall in the 500 - 2,000 word range. To be precise: it should be as long as it needs to be, and no longer. It’s a good idea to develop this in tandem with your presentation (below). We will find a way to publish these, either on the Laubichler Lab blog or in some other electronic venue.

If you choose the grant proposal: you should start with a specific grant competition in mind, or at least a family of similar grant competitions for which you can easily adapt for your proposal. NEH Digital Humanities start-up grants (http://www.neh.gov/grants/odh/digital-humanities-start-grants) are a great place to start, but there are other options. We’ll work with you to decide on a reasonable semester-end milestone for your proposal. We will also try to arrange for external feedback.

Presentation (10% of overall grade)

This is where you get to show off in front of your friends! Please prepare a brief presentation about your project, and what you accomplished. It is a good idea to develop this in tandem with your short write-up (above), focusing on the same themes. You’ll have 7 minutes for the presentation, and 2 minutes for questions. We will enforce these time-limits rather strictly, to make sure that we get through everyone’s presentation on time.
Course Website

http://devo-evo.lab.asu.edu/methods

Logging In

In order to view some content, and to post to the Discussion & Support forum, you’ll need to log in. Just click the “Log In” link in the bottom right corner. You should be redirected to login with your MyASU account. If you have trouble, please let us know right away!

Weekly Activities

We’ll post an overview of our plans for each week under “Weekly Activities.” These posts will include links to readings, tools, and other material of interest. You should expect to see a post for the coming week by the beginning of the class period on Thursday. We’ll update each weekly activity post with screen-casts from our in-class sessions; we’ll endeavor to post these by noon the day after class.

Discussion & Support

The course discussion board is a space for asking questions, sharing information, and (in some cases) coordinating work on assignments. If you’re having trouble with something, create a new topic (be sure to include a descriptive subject line). Check back often, and assist others where you can.