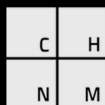


Doing Digital History

Summer Institute
George Mason University
August 4–15, 2014

<http://history2014.doingdh.org>

Curriculum



ROY ROSENZWEIG
Center FOR
History AND
New Media



NATIONAL ENDOWMENT FOR THE
Humanities



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Curriculum Overview

About

[Doing Digital History](#) was a summer institute for mid-career American historians, sponsored by the [National Endowment for the Humanities, Office of Digital Humanities](#), run by the [Roy Rosenzweig Center for History in New Media](#), George Mason University. The institute took place August 4-15, 2014 at GMU's Arlington campus.

Doing Digital History was designed to fill a much-needed gap for [23 established historians](#) who needed instruction and a professional learning community to engage with new media methods and tools.

During the institute, participants, instructors, and graduate student assistants tweeted under the hashtag [#doingdh14](#).

Tweets from the institute were captured using Storify; tweets for recorded separately for [Week One](#) and [Week Two](#).

Institute Team

RRCHNM

- [Megan Brett](#), Digital History Associate
- [Sheila A. Brennan](#), Co-Director, Doing Digital History; Associate Director of Public Projects and Assistant Research Professor, Department of History and Art History
- [Stephanie Grimes](#), Graduate Research Assistant
- [Sharon M. Leon](#), Co-Director, Doing Digital History; Director of Public Projects and Associate Professor Department of History and Art History
- [Jeny Martinez](#), Office Manager
- [Lisa M. Rhody](#), Associate Director of Research; Assistant Research Professor Department of History and Art History
- [Spencer Roberts](#), Graduate Research Assistant
- [Celeste Sharpe](#), Graduate Research Assistant
- [Joan F. Troyano](#), Director, PressForward; Assistant Research Professor Department of History and Art History

Guest Instructors

- [Fred Gibbs](#), Assistant Professor of History, University of New Mexico
- [Jeffrey McClurken](#), Professor of History and American Studies & Special Assistant to the Provost for Teaching, Technology, and Innovation at the University of Mary Washington.
- [Lincoln Mullen](#), Assistant Professor of History, George Mason University
- [Mike O'Malley](#), Professor of History, George Mason University
- [Elena Razlogova](#), Associate Professor of History, Concordia University

Week One

August 4: Introductions

Readings

- Dan Cohen and Roy Rosenzweig, *Doing Digital History: A Guide to Gathering, Preserving, and Presenting the Past on the Web* (2005), Introduction and Chapter 1, <https://chnm.gmu.edu/digitalhistory/>
- Matthew K. Gold, “The Digital Humanities Moment,” *Debates in the Digital Humanities*, ed. Matthew K. Gold (2012). <http://dhdebates.gc.cuny.edu/debates/text/2>
- Kathleen Fitzpatrick, “The Humanities, Done Digitally,” *Debates in the Digital Humanities*, ed. Matthew K. Gold (2012). <http://dhdebates.gc.cuny.edu/debates/text/30>
- “Day of DH: Defining the Digital Humanities,” *Debates in the Digital Humanities*, ed. Matthew K. Gold (2012). <http://dhdebates.gc.cuny.edu/debates/text/40>
- Roger C. Schonfeld, Jennifer Rutner, “Supporting the Changing Research Practices of Historians” (Ithaca S+R, 2012). <http://www.sr.ithaka.org/research-publications/supporting-changing-research-practices-historians>
- “Interchange: The Promise of Digital History,” *Journal of American History* (2008). <http://www.journalofamericanhistory.org/issues/952/interchange/index.html>
- “Creating Your Web Presence: A Primer for Academics,” *Profhacker* (February 14, 2011). <http://chronicle.com/blogs/profhacker/creating-your-web-presence-a-primer-for-academics/30458>

Activities

Morning (9-12)

- Introductions
- Introduction to the digital humanities and [digital history community](#)
- Overview of different disciplinary approaches in digital humanities
- Hands-on Session: Sign up for [ReClaim Hosting](#). Get a domain.

Afternoon (1-4)

- Introduction to Digital Scholarship and Communication Platforms
- Hands-on Session: Sign up for [Twitter](#), make a list of your classmates, assign hashtag: [#doingdh14](#), Twitter list for [Doing Digital History](#)
- Hands-on Session: Real Simple Syndication feeds
- Hands-on Session: Install WordPress.

Sites



- [Reclaim Hosting](#)

Tools

- [Twitter](#)
- [Feedly](#)
- [WordPress](#), and WordPress [Documentation for using the admin panel](#)

Reference

- Ryan Cordell, “How to start tweeting and why you might want to” *Profhacker* (April, 2010), <http://chronicle.com/blogs/profhacker/how-to-start-tweeting-and-why-you-might-want-to/26065>; and “From the Archives: Using Twitter,” *Profhacker* (February 2014), <http://chronicle.com/blogs/profhacker/from-the-archives-using-twitter/55775>.
- [How the Internet Works in 5 Minutes](#)
- [A quick text explanation of the Internet for our purposes](#)
- [RSS in Plain English](#) by CommonCraft

[Next Day](#)



August 5: Finding, Organizing, and Analyzing Sources

Readings

- Roy Rosenzweig, “Scarcity or Abundance? Preserving the Past in a Digital Era,” *American Historical Review* 108, 3 (June 2003): 735-762.
<http://chnm.gmu.edu/essays-on-history-new-media/essays/?essayid=6>
- Tim Sherratt, “It’s All About the Stuff: Collections, Interfaces, Power and People,” *Journal of Digital Humanities* Vol. 1, No. 1 (2011).
<http://journalofdigitalhumanities.org/1-1/its-all-about-the-stuff-by-tim-sherratt/>

Activities

Morning (9-12)

- Please [share your web domain and Twitter handle](#)
- Survey major [digital history-related collections](#)
- Research, search, discovery, and saving sources found in major collections.
 - teachinghistory.org
 - Google Advanced Search: https://www.google.com/advanced_search
 - Google Search Help: <https://support.google.com/websearch/?hl=en#topic=3081620>
 - Digital Preservation (LC): <http://digitalpreservation.gov/>
 - Format Recommendations: <http://www.loc.gov/preservation/resources/rfs/index.html>
 - StakeOverflow discussion of image file formats:
<http://stackoverflow.com/questions/419584/what-is-the-difference-between-jpg-jpeg-png-bmp-gif-tiff-i-gif-tiff-i>
- Hands-on Session: Install Zotero
 - Zotero Screencast Tutorials: https://www.zotero.org/support/screencast_tutorials
 - Zotero Installation Guide: <https://www.zotero.org/support/installation>

Afternoon (1-4)

- Hands-on Session: Reverse search with [Tin Eye](#)
- Hands-on Session: [Scavenger Hunt](#) for digital sources
- Hands-on Session: Intro to metadata:
Examine sources in different digital repositories, compare metadata, stability data, and ability to extract, save, and manipulate individual records:
- Hands-on Session: Annotating sources with [ThingLink.com](#)
Our test page, <http://history2014.doingdh.org/thinglink/>

Homework



Spend 15-20 minutes reviewing the site assigned to you. No written review is required. Take a quick look at the [guidelines for reviewing websites from JAH](#).

- History Explorer:, <http://historyexplorer.si.edu/home/> (Young, Rymysz-Pawlowska)
- Mapping DuBois, <http://www.mappingdubois.org/> (Rueber, Robertson)
- Photogrammar, <http://photogrammar.yale.edu/> (Ring, Rees)
- Encyclopedia of Philadelphia, <http://philadelphiaencyclopedia.org/> (Murphy, Merithew)
- Railroads and the Making of Modern America, Will Thomas, <http://railroads.unl.edu/> (Meringolo, Martinez)
- Transcribe Bentham, <http://www.ucl.ac.uk/Bentham-Project> (Litwicki, Lintelman)
- National Parks: America's Best Idea, <http://www.pbs.org/nationalparks/> (Levy, Lee)
- Cleveland Historical, CPDHC, <http://clevelandhistorical.org/> (mobile web or app) (Kossie-Chernyshev, Howard)
- National Underground Railroad Museum exhibition app, <http://freedomcenter.org/exhibits/the-app> (Dodd, Denson)
- History in Pics, <https://twitter.com/HistoryInPics> (Davis, Cohen)
- Slate Vault, http://www.slate.com/blogs/the_vault.html (Brock, Bond, Barnes)

Sites

- Arago, People, Postage, and the Post, <http://arago.si.edu>
- Emergence of Advertising in America: <http://library.duke.edu/digitalcollections/ea/>
- Smithsonian Collections, <http://collections.si.edu/search/>
- eBay, <http://ebay.com/>

Tools

- Zotero, <http://zotero.org>
- Tin Eye, <http://tineye.com>
- Thing Link, <http://thinglink.com>

Reference

- Dan Russell, "Digging in with Google," <http://dmrussell.net/presentations/IRE2013-Digging-into-Google.pdf>
- Zotero Guide to Archival Research, http://guides.library.harvard.edu/zotero_archival_research
- [Passwords Under Assault](#)
- Mat Honan, "[Kill the Password.](#)" *Wired* (November 15, 2012).
- [Digital Preservation Q&A](#)
- [SI List of Alternatives to Photoshop](#)

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Week One

August 5: Finding, Organizing, and Analyzing Sources

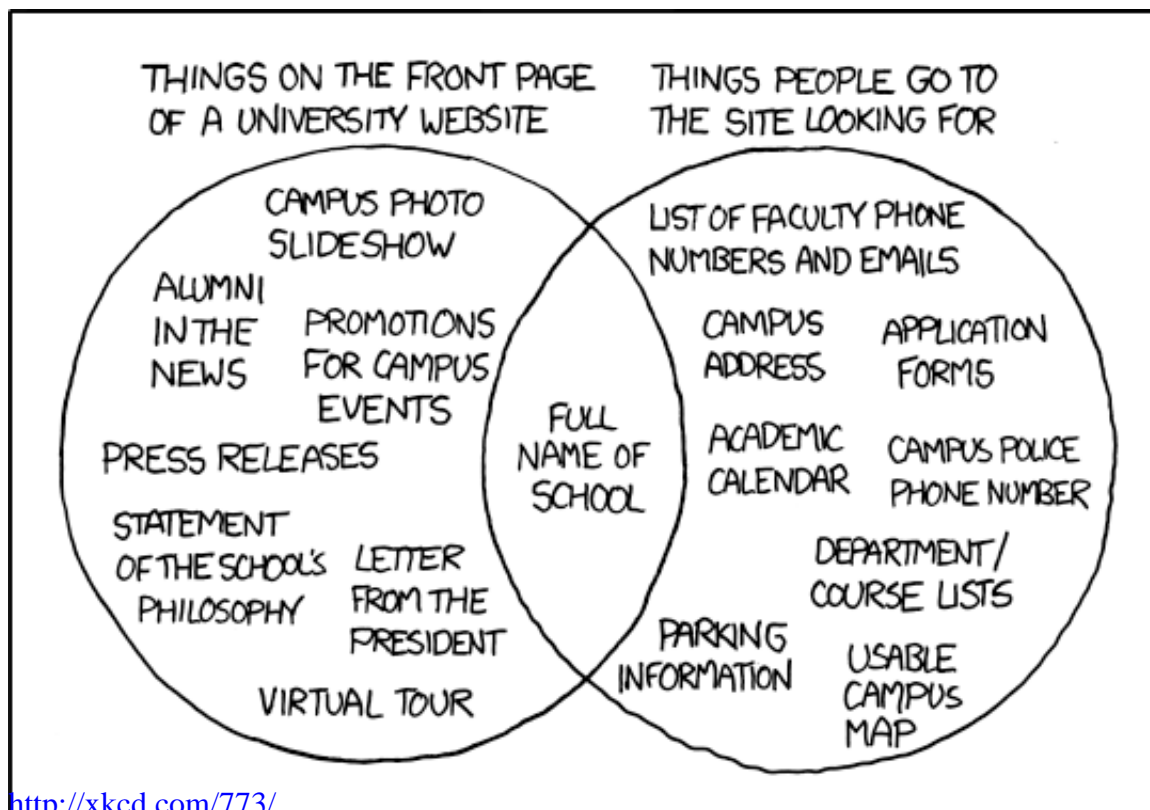


August 6: Building Digital Collections

Readings

- Cohen and Rosenzweig, “Becoming Digital” and “Owning the Past” in *Digital History*.
<http://chnm.gmu.edu/digitalhistory>
- Erin Kissane, *The Elements of Content Strategy* (New York: A Book Apart, 2011)—everyone will receive this on Day 1
- Writing History in the Digital Age: Part I: Re-Visioning Historical Writing,
<http://writinghistory.trincoll.edu/revisioning/>
- Paige Morgan, “How to Get your Digital Humanities Project off the Ground,”
<http://www.paigemorgan.net/how-to-get-a-digital-humanities-project-off-the-ground/>

Activities



<http://xkcd.com/773/>

Morning (9-12)

- Planning effective digital projects with an introduction to content management platforms, and [examples of work](#).
- Server basics



- HTML basics

Afternoon (1-4)

- Hands-on Session: Critique digital history websites together: focus on critical appraisal of digital work
- Hands-on Session: One-click install of Omeka

Homework

- Please fill out a [mid-stream survey](#)
- Play around with Omeka, using the [Documentation as your guide](#). Add an item or two at minimum.

Tools

- Omeka, <http://omeka.org>
- Scalar, <http://scalar.usc.edu/>

Reference

- Criteria for reviewing websites, *Journal of American History* <http://www.journalofamericanhistory.org/submit/websitereviews.html>
- [“Site Planning Tips.”](#) *Omeka* Documentation
- “When Not to Use Drupal,” *Drupal for Humanists*, <http://drupal.forhumanists.org/book/when-not-use-drupal>
- [Introduction to HTML](#), Mozilla Developers Network
- Jeffrey Zeldman, “Understanding Web Design,” *A List Apart* (November 20, 2007). <http://alistapart.com/article/understandingwebdesign>
- Steven Krug, [“How We Really Use the Web.”](#) *Don’t Make Me Think: A Common Sense Approach to Web Usability* (2005, 2nd Edition).
- On choosing for your users and your content, Downgrading your Website, CooperHewitt Labs: <http://labs.cooperhewitt.org/2014/downgrading-your-website-or-why-we-are-moving-to-wordpress/>
- [Sample digital history evaluation criteria](#)
- [Collaborators’ Bill of Rights](#)

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August 7: Working with Non-Textual Sources

Readings

- Richard Cullen Rath, “Hearing American History,” *Journal of American History* 95, no. 2 (September 2008): 417–431. [PDF of article](#).
- Alex Zukas, “Different Drummers: Using Music to Teach History,” *Perspectives on History*, September 1996:
<http://www.historians.org/publications-and-directories/perspectives-on-history/september-1996/different-drummers-using-music-to-teach-history>
- Lawrence Levine, “Two Blues Songs,” *Teaching History*,
<http://teachinghistory.org/best-practices/examples-of-historical-thinking/25203>
- Krista Sigler, “Podcasting and the Profession,” *Perspectives on History*, May 2008,
<http://www.historians.org/publications-and-directories/perspectives-on-history/may-2008/podcasting-and-the-profession>

Activities

Guest Instructor: Mike O’Malley

Morning (9-12)

- Introduction to major collections of sound, music
- Preparing sound/video file for upload to YouTube, like What Did Elvis Do: <https://t.co/lr4WIGwWhJ>
- Learning to use Audacity to work with sound

Afternoon (1-4)

- Building arguments with sound and video
- Hands-on Session: Build a short digital narrative using [Scalar](#)
- Hands-on Session: Build a short digital narrative using Omeka Exhibit Builder or [Animoto](#)

Homework

Write a short blog post about how you might use non-textual sources or might create a video or annotate one for class or your digital project.

Sites

- National Jukebox, Library of Congress, <http://www.loc.gov/jukebox/>
- Postmodern Jukebox, <http://www.postmodernjukebox.com/>



- All Music, <http://www.allmusic.com/>
- Oral History in the Digital Age, <http://ohda.matrix.msu.edu/>
- Virtual Paul's Cross Project <http://vpcp.chass.ncsu.edu/>
- Emily Thompson, The Roaring Twenties, an interactive exploration of the historical soundscape of New York City, <http://vectors.usc.edu/projects/index.php?project=98>

Tools

- [Atube Capture](#)
- [Animoto](#)
- [Scalar](#)
- Opensource audio: [Audacity](#)
- Mac programs: Garage Band, iMovie
- Windows programs: Windows Movie Maker, MixCraft,
- Podcast plugin for your WordPress blog: <http://wordpress.org/plugins/podpress/>

Reference

- Rosenzweig and Cohen, "Owning the Past?," *Digital History*, <http://chnm.gmu.edu/digitalhistory/copyright/>
- Guide to Copyright Term and the Public Domain in the United States, Cornell: <http://copyright.cornell.edu/resources/publicdomain.cfm>
- Fair Use Checklist, Cornell, http://copyright.cornell.edu/policies/docs/Fair_Use_Checklist.pdf
- Loudness War, http://en.wikipedia.org/wiki/Loudness_war
- Alessandro Portelli, "What Makes Oral History Different," (PDF) *The Oral History Reader* (London: Routledge, 1998 [1977])
- Andrew J. Salvati, "DIY Histories: Podcasting the Past," *Sound Studies Blog*, April 14, 2014, <http://soundstudiesblog.com/2014/04/14/diy-histories-podcasting-the-presenting-of-the-past/>
- R. Murray Schafer, "The Soundscape," in Jonathan Sterne, ed., *Sound Studies Reader*, Routledge, 2012, [PDF of Article](#)

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August 8: Introduction to Visualizations

Readings

- Lev Manovich, “Database as a Genre of New Media,” *AI & Society* 14, no. 2 (June 1, 2000), http://time.arts.ucla.edu/AI_Society/manovich.html
- Shawn Graham, Ian Milligan, and Scott Weingart, “Principles of Information Visualization,” in *The Historian’s Macroscope – Working Title* (Under contract with Imperial College Press, 2013), http://www.themacroscope.org/?page_id=469.
- Hadley Wickham, “Tidy Data,” *Journal of Statistical Software*, Submitted. <http://vita.had.co.nz/papers/tidy-data.pdf>. (Read through the end of section 3 on page 13.)

Activities

Guest Instructor: Lisa Rhody

Morning (9-12)

[Lisa’s Slides](#)

- Preparing data
- Visualizing texts

Afternoon (1-4)

- Demo: Getting data ready in Excel
- Demo: Visualizing datasets using [Viewshare](#)
- Hands-on Session: Select from a set of [pre-created data sets](#) or use your own data set to combine and remix in ViewShare and then embed in website or blog

Sites

- Mapping the Republic of Letters, <https://republicofletters.stanford.edu/>
- Visualizing Emancipation: <http://dsl.richmond.edu/emancipation/>

Tools

- Wordle, <http://www.wordle.net/>
- ViewShare: <http://viewshare.org>
- Many Eyes, <http://www-958.ibm.com/software/analytics/manyeyes/>
- Tabula, <http://tabula.nerdpower.org>



Reference

- “Principles of data visualization: what we see in a visual.” *Fusion Charts*.
<http://www.fusioncharts.com/whitepapers/downloads/Principles-of-Data-Visualization.pdf>

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Week Two

August 11: Introduction to Spatial History and Mapping

Readings

- Richard White, “What is Spatial History?” *Stanford University Spatial History Project* (2010) <http://www.stanford.edu/group/spatialhistory/cgi-bin/site/pub.php?id=29>
- Mark Monmonier, *How to Lie with Maps*, 2nd edition (Chicago: University Of Chicago Press, 1996)
- Anne Knowles, “A Cutting-Edge Second Look at the Battle of Gettysburg,” *Smithsonian Magazine* (June 27, 2013) <http://www.smithsonianmag.com/history-archaeology/A-Cutting-Edge-Second-Look-at-the-Battle-of-Gettysburg.html>. [Online interactive map, with Dan Miller, International Mapping Associates (Alex Tait, Tim Montenyohl, Judy Nielsen), and ESRI (Allen Carroll, Lee Bock, James Cardona), funded by Smithsonian Enterprises.]
- Ian Gregory and Alistair Geddes, editors, *Toward Spatial Humanities: Historical GIS and Spatial History* (Bloomington: Indiana University Press, 2014), [Introduction and Chapter 2](#).

Activities

Guest Instructor, Lincoln Mullen

Morning (9-12)

[Lincoln's slides](#) for the day, and folder of [sample data sets](#).

- Mapping and visualizing change over time
- Demo: [StoryMapsJS](#)
- Critique a map, <http://lincolnmullen.com/projects/sex-ratios/>

Afternoon (1-4)

- Hands-on Session: Google Map Engine Lite, <http://maps.google.com>
- Hands-on Session: Google Fusion Tables, <https://support.google.com/fusiontables/answer/2571232>
- Hands-on Session: Georectify a map using [NYPL's Map Warper](#) or [Harvard's Map Warper](#)
- Demo of Mapping with [D3](#)
- Hands-on Session: Install Geolocation on Omeka sites ([A Handy Guide for Installing Omeka Plugins](#)) and an [Animoto screencast](#) to accompany the written instructions.

Sites



- Digital Harlem, <http://digitalharlem.org/>
- Stanford Spatial History Project, <http://web.stanford.edu/group/spatialhistory/cgi-bin/site/index.php>
- David Rumsey Maps, <http://www.davidrumsey.com/>
- Old Maps Online, <http://oldmapsonline.org/>
- Massachusetts State Library, insurance atlases
<http://www.mass.gov/anf/research-and-tech/oversight-agencies/lib/massachusetts-real-estate-atlases.html>
- 1938 atlas of Boston:
<https://www.flickr.com/photos/mastatelibrary/sets/72157634969569499/>

Tools

- [StoryMapsJS](#)
- Google Maps <http://maps.google.com>
- Google Fusion Tables, <https://support.google.com/fusiontables/answer/2571232>
- [D3](#)
- World Map Warp, <http://warp.worldmap.harvard.edu/>

Reference

- Lincoln Mullen, “These Maps Show How Slavery Expanded Across the United States,” *Smithsonian.com*,
<http://www.smithsonianmag.com/history/maps-reveal-slavery-expanded-across-united-states-180951452/?no-ist>
- Jo Guldi, “What is the Spatial Turn?,” *Spatial Humanities* (Scholars’ Lab, University of Virginia),
<http://spatial.scholarslab.org/spatial-turn/>

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August 12: Introduction to Text and Data Mining

Readings

- “Where to Start with Text Mining,” Ted Underwood. *The Stone and the Shell*.
<http://tedunderwood.com/2012/08/14/where-to-start-with-text-mining/>
- “Searching for the Victorians,” Dan Cohen’s *Digital Humanities Blog*, October 4, 2010,
<http://www.dancohen.org/2010/10/04/searching-for-the-victorians/>
- Megan R. Brett, “Topic Modeling: A Basic Introduction” *Journal of Digital Humanities* (2:1).
<http://journalofdigitalhumanities.org/2-1/topic-modeling-a-basic-introduction-by-megan-r-brett/>

Activities

Guest Instructor, Fred Gibbs

Morning (9-12)

- Discuss readings and blog posts
- Digital History Methods: Close and distant reading through application of text and data mining techniques using corpora of texts to find patterns and to visualize those patterns.
- Hands-on Session 1: Use Bookworm and NGrams to search and identify rhetorical trends in literature found in Google Books and the Open Library

Afternoon (1-4)

- Hands-on Session 2: Using Voyant, participants will compare a body of writings
- Hands-on Session 3: Using Overview.
- If there is time, look at Topic Modeling in the Browser.

Homework

Write a short post, considering how distant reading might apply to your individual projects.

Sites

- With Criminal Intent, <http://criminalintent.org/>
- Mining the Dispatch, <http://dsl.richmond.edu/dispatch/pages/home>
- Old Bailey Online, <http://www.oldbaileyonline.org/>
- Cameron Blevins, Topic Modeling Martha Ballard’s Diary (series of posts),
<http://historying.org/2010/04/01/topic-modeling-martha-ballards-diary/>



Tools

- n-Gram Viewer, <https://books.google.com/ngrams/>
- Bookworm, <http://bookworm.culturomics.org/>
- Voyant Tools, <http://voyant-tools.org/>
- Overview, <http://overview.ap.org/>
- Topic Modeling in the Browser, <http://mimno.infosci.cornell.edu/jsLDA/>

Reference

- Fred Gibbs's, Getting Started in Text Mining, <http://fredgibbs.net/courses/etc/getting-started-with-text-mining>
- Miriam Posner, "Very Basic Strategies for Interpreting Results from the Topic Modeling Tool," <http://miriamposner.com/blog/very-basic-strategies-for-interpreting-results-from-the-topic-modeling-tool/>
- John Burrows, "Textual Analysis," *A Companion to Digital Humanities* http://nora.lis.uiuc.edu:3030/companion/view?docId=blackwell/9781405103213/9781405103213.xml&chunk.id=ss1-4-4&toc.depth=1&toc.id=ss1-4-4&brand=9781405103213_brand
- Basic introduction of text mining principles and terminology: <http://www.cch.kcl.ac.uk/legacy/teaching/av1000/textanalysis/method.html>
- Shlomo Argamon et al., "Gender, Race, and Nationality in Black Drama, 1950-2006: Mining Differences in Language Use in Authors and Their Characters," *Digital Humanities Quarterly*, 3:2 (2009), <http://digitalhumanities.org/dhq/vol/3/2/000043/000043.html>.
- Lauren Klein and Jacob Eisenstein, "Reading Thomas Jefferson with TopicViz: Towards a Thematic Method for Exploring Large Cultural Archives," *Scholarly and Research Communications* 4, no. 3 (2013), <http://src-online.ca/index.php/src/article/view/121/259>

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August 13: Shared Authority and the Community

Readings

- Selections from Bill Adair, Benjamin Filene, and Laura Koloski, eds. *Letting Go?: Sharing Historical Authority in a User-Generated World*, 2011. ([PDF of Selections](#))
- Fiona Romeo and Lucinda Blaser, “Bringing Citizen Scientists and Historians Together,” Conference Paper, Museums and the Web (2011), http://www.museumsandtheweb.com/mw2011/papers/bringing_citizen_scientists_and_historians_tog
- *Writing History in the Digital Age: Part II, Wisdom of the Crowd*, <http://writinghistory.trincoll.edu/crowdsourcing/>

Activities

Morning (9-12)

- Shared Authority Case Studies:
 - Contribute to the community sourced project, if appropriate
 - Identify the target audience for the project
 - Evaluate the project’s perspective on authority and community
 - How would you deepen the engagement with this material?
- 1. Citizen Archivist Dashboard, NARA, <http://www.archives.gov/citizen-archivist/>
- 2. Direct Me NYC, 1940, NYPL, <http://directme.nypl.org/>
- 3. Operation War Diary, Zooniverse, <http://www.operationwardiary.org/>
- 4. Our Marathon, Northeastern University, <http://marathon.neu.edu/>

Afternoon (1-4)

- Hands-on Session: Plan a shared authority activity
- Project Development Lab and Discussion with Jen Serventi, NEH, Office of Digital Humanities, Program Officer

Homework

Please take a few minutes to [complete our mid-week survey](#).

Sites

- September 11 Digital Archive, <http://911digitalarchive.org>
- Wikipedia, http://en.wikipedia.org/wiki/Main_Page
- Flickr Commons, <http://flickr.com/commons/>



- Trove, National Library of Australia, <http://trove.nla.gov.au/>
- Papers of the War Department, RRCHNM, <http://wardepartmentpapers.org>
- Scripto, <http://scripto.org>
- Zooniverse, <https://www.zooniverse.org/>
- Improve the V&A Collections Search, <http://collections.vam.ac.uk/crowdsourcing/>
- Smithsonian Transcription Desk, <https://transcription.si.edu/>

Reference

- Jeff Howe, “The Rise of Crowdsourcing,” *Wired* (June 2006), <http://archive.wired.com/wired/archive/14.06/crowds.html>
- Roy Rosenzweig, “Can History be Open Sourced? Wikipedia and the Future of the Past,” (June 2008), <http://chnm.gmu.edu/essays-on-history-new-media/essays/?essayid=42>
- Sheila A. Brennan and T. Mills Kelly, “Why Collecting History Online is Web 1.5? (2009), <http://chnm.gmu.edu/essays-on-history-new-media/essays/?essayid=47>
- Clay Shirky’s *Here Comes Everybody* (2009) and *Cognitive Surplus* (2011), <http://www.shirky.com/>
- Trevor Owens’s posts on crowdsourcing, <http://www.trevorowens.org/tag/crowdsourcing/>
- [Project Planning Resources](#)

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August 14: Digital Pedagogy

Readings

- Selections from the edited collection, *Learning through Digital Media: Experiments in Technology and Pedagogy* (2011) <http://learningthroughdigitalmedia.net/> (Read around depending on your interests.)
- Read around in T. Mills Kelly, *Teaching History in the Digital Age* (University of Michigan Press, 2013).
- *Writing History in the Digital Age*, Part 3: Practice What You Teach (and Teach What You Practice): <http://writinghistory.trincoll.edu/teach/>

Activities

Morning (9-12)

- Jeff McClurken on [teaching digital history with undergraduates](#)
- Planning digital studies certificates and minors

Afternoon (1-4)

- Hands-on Session: Plan a specific activity for use with an undergraduate course
- Hands-on Session: Plan a workshop for colleagues

Sites

- teachinghistory.org
- History Matters, <http://historymatters.gmu.edu>
- Historical Thinking Matters, <http://historicalthinkingmatters.org/>
- Journal of Interactive Pedagogy, <http://jitp.commons.gc.cuny.edu/>

Reference

- The Visible Knowledge Project, <https://blogs.commonsgorgetown.edu/vkp/>, <https://blogs.commonsgorgetown.edu/vkp/library/>
- Michelle Moravec, “Teaching with Pinterest,” <http://historyinthecity.blogspot.com/2014/01/teaching-students-in-pinterest.html>

Digital Humanities Training Resources

- NEH, Office of Digital Humanities, Institutes for Advanced Topics in the Digital Humanities,



<http://www.neh.gov/divisions/odh/institutes>

- Digital Humanities Summer Institutes, University of Victoria, <http://dhsi.org/>
- Humanities Intensive Training and Learning, MITH, University of Maryland, <http://www.dhtraining.org/hilt/>
- THATCamps, <http://thatcamp.org>
- Lisa Spiro, “Getting Started in Digital Humanities, Journal of Digital Humanities, vol 1, no. 1 (2011): <http://journalofdigitalhumanities.org/1-1/getting-started-in-digital-humanities-by-lisa-spiro/>
- DIRT Tool Wiki, <http://dirtdirectory.org/>
- Digital Humanities Commons (for finding collaborators and new projects), <http://dhcommons.org/>
- DH Answers, (forum for asking questions about using DH tools, project planning), <http://digitalhumanities.org/answers/>
- [Programming Historian](#)

[Previous Day](#) | [Next Day](#)



August 15: Trends in Scholarly Communication

Readings

- Kathleen Fitzpatrick, *Planned Obsolescence: Publishing, Technology, and the Future of the Academy* (New York: NYU Press, 2011). <http://mcpres.media-commons.org/plannedobsolescence/> (We will also provide you with a print copy of this book.)
- Review *Journal of Digital Humanities*: <http://journalofdigitalhumanities.org/>, particularly the issue on evaluation: <http://journalofdigitalhumanities.org/1-4/>

Activities

Morning (9-12)

- Discuss readings and current practices in scholarly communications.
- Discuss platforms for digital publishing, open access, and open peer review, including PressForward.

Lunch: provided

Afternoon (1-4)

Lightning Talks: 3-minutes, 3 next steps you're taking after institute ends.

- Continuing the conversations after we adjourn. Join the Google Group discussion list, <https://groups.google.com/d/forum/doingdh14>.
- Please [fill out the final institute survey](#) before you leave.
- Final housekeeping issues and good-byes.

Sites

- DHNow: <http://digitalhumanitiesnow.org/>
- Orcid, <http://orcid.org/>
- DH Commons Journal, for in-process reviews, <http://dhcommons.org/journal>

Tools

- PressForward plugin, <http://pressforward.org/>
- CommentPress, <http://futureofthebook.org/commentpress/>
- Anthologize, <http://anthologize.org/>
- Commons in a Box, <http://commonsinabox.org/>
- Feed WordPress, <https://wordpress.org/plugins/feedwordpress/>



References

- 19thCentury Art Worldwide, example of digital scholarly article, Pamela Fletcher and Anne Helmreich, “Local/Global: Mapping Nineteenth-Century London’s Art Market,”
<http://www.19thc-artworldwide.org/index.php/autumn12/fletcher-helmreich-mapping-the-london-art-market>
- Melissa Terras, “The Impact of Social Media on the Dissemination of Research: Results of an Experiment,” Journal of Digital Humanities, Vol. 1, No. 3 (Summer 2012),
<http://journalofdigitalhumanities.org/1-3/the-impact-of-social-media-on-the-dissemination-of-research-by-melissa-terras/>
- Joan Fragaszy Troyano, “Discovering Scholarship on the Open Web: Communities and Methods,” April 1, 2013,
<http://pressforward.org/discovering-scholarship-on-the-open-web-communities-and-methods/>

[Previous Day](#)

Resources Glossary

a11y: abbreviation for computer accessibility for all people regardless of disability. See <http://a11yproject.com/>

algorithm: “A rigid, logical argument made in regularized terms.” Lisa Rhody

API (Application Program Interface): provides the link between two systems, allowing them to communicate. On the internet, an API allows you to access a web service with another program or software. For instance, a program you write on your computer might ask a museum database for results that match a certain criteria.

API Key: when using an API, you need a unique key for access. Usually provided by the API creator when you sign up for the service.

Backchannel: a secondary conversation, often taking place on Twitter using a hashtag, where people share relevant links and clarify terms.

Backend: administrative side where you can make technical and content changes that is not public-facing, aka “control panel” or “dashboard”

Borked: broken (for the moment)

CamelCase: Writing a word without spaces but with the first letter of each word capitalized. For example: CamelCase, MarySue, PowerPoint, VistaVision, HyperCard.

CMS (Content Management System): a computer program (e.g., Drupal Gardens) that allows publishing, editing and modifying content as well as maintenance from a central interface. Such systems of content management provide procedures to manage workflow in a collaborative environment. CMSs have been available since the late 1990s. CMSs are often used to run websites containing blogs, news, and shopping. CMSs typically aim to avoid the need for hand coding but may support it for specific elements or entire pages. (from Wikipedia: https://en.wikipedia.org/wiki/Content_management_system)

CSS (Cascading Style Sheets): a markup language (code) to describe the “look and formatting” of a document or webpage. (from: http://en.wikipedia.org/wiki/Cascading_Style_Sheets). See also <http://www.w3schools.com/css/>

CSV (Comma Separated Values): aka character separated values. A file with a series of records made up of fields, where each field is separated by a comma or other specific character (; | /). Easily created via a spreadsheet program like Excel, GoogleDocs, Numbers. A good way to move information between

databases/platforms. See: http://en.wikipedia.org/wiki/Comma-separated_values.

DAMS (Digital Asset Management Systems): computer software and hardware for “downloading, renaming, backing up, rating, grouping, archiving, optimizing, maintaining, thinning, and exporting files.” (http://en.wikipedia.org/wiki/Digital_asset_management)

Distant Reading: from Franco Moretti, looking for trends over large corpora of works

doi (digital object identifier): a managed, persistent, trackable link to an online publication. www.doi.org

Dublin Core: an internationally recognized metadata standard for describing any conceivable resource, comprised of 15 elements, including “title,” “description,” “date,” and “format.” (definition adapted from http://omeka.org/codex/Creating_an_Element_Set)

Field: “Any one of a number of places where a user is expected to enter a single item of a particular type of data; an item of such data; esp. one in a database record.” OED definition 19.

FTP (File Transfer Protocol) Client: This is a program that lets a user transfer computer files from one host — such as your local computer, to a web-based server so that it can be available or viewed on the Web.

SFTP: Secure File Transfer Protocol

GIS (Geographic Information Systems): a computer system (or web-based system) designed to “capture, store, manipulate, analyze, manage, and present”¹ information about geographic data. Although GIS can be used to create maps, they are also capable of creating different forms of representation.

Github: is a place for sharing opensource code, and any other kinds of files that someone else can grab.

GLAM: acronym for Galleries Libraries Archives Museums.

HTML (HyperText Markup Language): “the standard markup language used to create webpages” (<http://en.wikipedia.org/wiki/HTML>) Markup in this case means formatting things like links, emphasis (bold, italics), and header. See also <http://www.w3schools.com/html/>

KML (Keyhole Markup Language)/KMZ file: XML based file format used to display geographic data. Google KML documentation: <https://developers.google.com/kml/>

LAMP (Linux, Apache, MySQL, PHP/Python): linux is the operating system, apache is the webserver, mysql is the database, PHP/Python is the scripting language. Wikipedia

LMS (Learning Management System): is a program that facilitates course management, content and administration. Example: Blackboard

Metadata: data about data, or descriptive information about a thing. Metadata is what you read in library catalog records or museum collections management systems. Wikipedia has a list of [available metadata systems](#). Getty provides a [glossary for metadata](#).

NLP (Natural Language Processing): enables computers to parse information from “human language” (prose). See http://en.wikipedia.org/wiki/Natural_language_processing

OAI-PMH (Open Archives Initiative Protocol for Metadata Harvesting): “is a low-barrier mechanism for repository interoperability. *Data Providers* are repositories that expose structured metadata via OAI-PMH. *Service Providers* then make OAI-PMH service requests to harvest that metadata. OAI-PMH is a set of six verbs or services that are invoked within HTTP.” <http://www.openarchives.org/pmh/>

OCR (Optical Character Recognition): conversion of images (photographs, scans) to machine/computer readable text. http://en.wikipedia.org/wiki/Optical_character_recognition

Omeka: open source content management system (see above) which uses an item (object/image/document) as the primary piece (as opposed to WordPress, which uses the post. www.omeka.org

programming languages: used to write the programs, functions, and algorithms that provide the background functionality of websites and software. For example, Python, R, Ruby, C++, and many, many more.

public history: “public history describes the many and diverse ways in which history is put to work in the world. In this sense, it is history that is applied to real-world issues. In fact, applied history was a term used synonymously and interchangeably with public history for a number of years. Although public history has gained ascendance in recent years as the preferred nomenclature especially in the academic world, applied history probably remains the more intuitive and self-defining term.”

<http://ncph.org/cms/what-is-public-history/>

RDF (Resource Description Framework): originally built as a metadata model, RDF is machine-readable and often used with web resources

Responsive: “a web design approach aimed at crafting sites to provide an optimal viewing experience—easy reading and navigation with a minimum of resizing, panning, and scrolling—across a wide range of devices (from mobile phones to desktop computer monitors)” http://en.wikipedia.org/wiki/Responsive_web_design

slug: (in omeka) the last part of the url for a page (exhibit page, simple page, blog post). So in <http://mallhistory.org/explorations/show/operasinger> the slug is operasinger.

smoothing: from [Wikipedia](#), “attempts to capture important [patterns](#) in the data, while leaving out [noise](#) or other fine-scale structures/rapid phenomena.”

SQL (Structured Query Language): most widely used programming language for relational databases. For

instance, when you create a WordPress post, the content is stored in a database, which is created and accessed using SQL. (from Wikipedia: <http://en.wikipedia.org/wiki/SQL>)

Structured Data: Data that follows a system of organization that makes it easier for the computer to manipulate it. example: XML files, databases.

SVG (Scalable Vector Graphic): xml based vector image. These can be edited in some image editing programs, like Adobe Illustrator, and then exported for use on the web.

TMS (The Museum System): a collection management system for creating and managing metadata offered by [GallerySystems](#)

Unstructured Data: Free-form files with information that needs to be discovered and organized to be usable. example: PDF, webpages, .doc files.

XML (EXtensible Markup Language): A file format to describe, transport, and store data/information. W3schools on the difference between XML and HTML: http://www.w3schools.com/xml/xml_what_is.asp

Vaporware: hardware or software which is proposed, announced, and never actually exists.

Web hosting service: there are numerous ways to publish content to the internet. Most of the websites you visit or create will use one the following types:

1. [Free web hosting service](#): offered by different companies with limited services, sometimes supported by advertisements, and often limited when compared to paid hosting. For example, WordPress.com offers free blogs with limited capabilities.
2. [Managed hosting service](#): the user gets his or her own Web server but is not allowed full control over it; however, they are allowed to manage their data via FTP or other remote management tools. For example, [bluehost](#) offers server space where users can install their own management systems and publish content.

The difference is important: free WordPress blogs are limited, but easy to use. Access to your own server space is flexible and capable, but requires payment and more skill to manage.

WYSIWYG: “What You See Is What You Get” editors provide a toolbar at the top of the text box that allows you to change the formatting of the content. They provide an alternative to tag- and code-based formatting.

Tools

[Finding, Organizing, and Analyzing Sources](#)

[Working with Non-Textual Sources](#)

[Introduction to Visualizations](#)

[Introduction to Spatial History and Mapping](#)

[Introduction to Text and Data Mining](#)

[Trends in Scholarly Communication](#)

[Finding, Organizing, and Analyzing Sources](#)

- Zotero, <http://zotero.org>
- Tin Eye, <http://tineye.com>
- Omeka, <http://omeka.org>
- Thing Link, <http://thinglink.com>

[Working with Non-Textual Sources](#)

- Atube Capture, [Atube Capture](#)
- Animoto, [Animoto](#)
- Opensource audio: [Audacity](#)
- Podcast plugin for your WordPress blog: <http://wordpress.org/plugins/podpress/>
- Scalar, <http://scalar.usc.edu/>

[Introduction to Visualizations](#)

- Thing Link, <http://thinglink.com>
- Wordle, <http://www.wordle.net/>
- ViewShare: <http://viewshare.org>
- Many Eyes, <http://www-958.ibm.com/software/analytics/manyeyes/>
- Tabula, <http://tabula.nerdpower.org>

[Introduction to Spatial History and Mapping](#)

- Story Maps JS, [StoryMapsJS](#)
- Google Maps, <http://maps.google.com>
- Google Fusion Tables, <https://support.google.com/fusiontables/answer/2571232>
- [D3](#)
- World Map Warp, <http://warp.worldmap.harvard.edu/>

[Introduction to Text and Data Mining](#)

- n-Gram Viewer, <https://books.google.com/ngrams/>
- Bookworm, <http://bookworm.culturomics.org/>
- Voyant Tools, <http://voyant-tools.org/>
- Overview, <http://overview.ap.org/>
- Topic Modeling in the Browser, <http://mimno.infosci.cornell.edu/jsLDA/>

[Trends in Scholarly Communication](#)

- Twitter, [Twitter](#)
- Feedly, [Feedly](#)
- [WordPress](#), and WordPress [Documentation for using the admin panel](#)
- Feed WordPress, <https://wordpress.org/plugins/feedwordpress/>
- PressForward plugin, <http://pressforward.org/>
- CommentPress, <http://futureofthebook.org/commentpress/>
- Anthologize, <http://anthologize.org/>
- Commons in a Box, <http://commonsinbox.org/>

Sites

[Getting Started](#)

[Finding, Organizing, and Analyzing Sources](#)

[Working with Non-Textual Sources](#)

[Introduction to Visualizations](#)

[Introduction to Spatial History and Mapping](#)

[Introduction to Text and Data Mining](#)

[Shared Authority and the Community](#)

[Digital Pedagogy](#)

[Trends in Scholarly Communication](#)

[Getting Started](#)

- Highlights of the Digital History Web, <http://history2014.doingdh.org/digital-history-web/>

[Finding, Organizing, and Analyzing Sources](#)

- Examples of Digital History Collection Sites, <http://history2014.doingdh.org/digital-collections/>
- Arago, People, Postage, and the Post, <http://arago.si.edu>
- Emergence of Advertising in America: <http://library.duke.edu/digitalcollections/ea/>
- Smithsonian Collections, <http://collections.si.edu/search/>
- Ebay, <http://ebay.com/>

[Working with Non-Textual Sources](#)

- National Jukebox, Library of Congress, <http://www.loc.gov/jukebox/>
- Postmodern Jukebox, <http://www.postmodernjukebox.com/>
- Allmusic, <http://www.allmusic.com/>
- Oral History in the Digital Age, <http://ohda.matrix.msu.edu/>
- Virtual Paul's Cross Project <http://vpcp.chass.ncsu.edu/>
- Emily Thompson, The Roaring Twenties, an interactive exploration of the historical soundscape of New York City, <http://vectors.usc.edu/projects/index.php?project=98>

[Introduction to Visualizations](#)

- Mapping the Republic of Letters, <https://republicofletters.stanford.edu/>
- Visualizing Emancipation, <http://dsl.richmond.edu/emancipation/>

[Introduction to Spatial History and Mapping](#)

- Digital Harlem, <http://digitalharlem.org/>
- Stanford Spatial History Project, <http://web.stanford.edu/group/spatialhistory/cgi-bin/site/index.php>
- David Rumsey Maps, <http://www.davidrumsey.com/>
- Old Maps Online, <http://oldmapsonline.org/>
- Massachusetts State Library, insurance atlases, <http://www.mass.gov/anf/research-and-tech/oversight-agencies/lib/massachusetts-real-estate-atlases.html>
- 1938 atlas of Boston: <https://www.flickr.com/photos/mastatelibrary/sets/72157634969569499/>

[Introduction to Text and Data Mining](#)

- With Criminal Intent, <http://criminalintent.org/>
- Mining the Dispatch, <http://dsl.richmond.edu/dispatch/pages/home>
- Old Bailey Online, <http://www.oldbaileyonline.org/>
- Cameron Blevins, Topic Modeling Martha Ballard's Diary (series of posts), <http://historying.org/2010/04/01/topic-modeling-martha-ballards-diary/>

[Shared Authority and the Community](#)

- September 11 Digital Archive, <http://911digitalarchive.org>
- Wikipedia, http://en.wikipedia.org/wiki/Main_Page
- Flickr Commons, <http://flickr.com/commons/>
- Trove, National Library of Australia, <http://trove.nla.gov.au/>
- Papers of the War Department, RRCHNM, <http://wardepartmentpapers.org>
- Scripto, <http://scripto.org>
- Zooniverse, <https://www.zooniverse.org/>
- Improve the V&A Collections Search, <http://collections.vam.ac.uk/crowdsourcing/>
- Smithsonian Transcription Desk, <https://transcription.si.edu/>

[Digital Pedagogy](#)

- Teaching History, teachinghistory.org
- History Matters, <http://historymatters.gmu.edu>
- Historical Thinking Matters, <http://historicalthinkingmatters.org/>
- Journal of Interactive Pedagogy, <http://jitp.commons.gc.cuny.edu/>

[Trends in Scholarly Communication](#)

- DHNow: <http://digitalhumanitiesnow.org/>

- Orcid, <http://orcid.org/>
- DH Commons Journal, for in-process reviews, <http://dhcommons.org/journal>

Readings

Introductions to Doing Digital History

- Dan Cohen and Roy Rosenzweig, *Doing Digital History: A Guide to Gathering, Preserving, and Presenting the Past on the Web*(2005), Introduction and Chapter 1, <https://chnm.gmu.edu/digitalhistory/>
- “Creating Your Web Presence: A Primer for Academics,” *Profhacker*(February 14, 2011). <http://chronicle.com/blogs/profhacker/creating-your-web-presence-a-primer-for-academics/30458>
- “Day of DH: Defining the Digital Humanities,” *Debates in the Digital Humanities*, ed. Matthew K. Gold (2012). <http://dhdebates.gc.cuny.edu/debates/text/40>
- “Interchange: The Promise of Digital History,” *Journal of American History* (2008). <http://www.journalofamericanhistory.org/issues/952/interchange/index.html>
- Kathleen Fitzpatrick, “The Humanities, Done Digitally,” *Debates in the Digital Humanities*, ed. Matthew K. Gold (2012). <http://dhdebates.gc.cuny.edu/debates/text/30>
- Matthew K. Gold, “The Digital Humanities Moment,” *Debates in the Digital Humanities*, ed. Matthew K. Gold (2012). <http://dhdebates.gc.cuny.edu/debates/text/2>
- Roger C. Schonfeld, Jennifer Rutner, “Supporting the Changing Research Practices of Historians” (Ithaca S+R, 2012). <http://www.sr.ithaka.org/research-publications/supporting-changing-research-practices-historians>

Finding, Organizing, and Analyzing Sources

- “Roy Rosenzweig, “Scarcity or Abundance? Preserving the Past in a Digital Era,” *American Historical Review* 108, 3 (June 2003): 735-762. <http://chnm.gmu.edu/essays-on-history-new-media/essays/?essayid=6>
- Tim Sherratt, “It’s All About the Stuff: Collections, Interfaces, Power and People,” *Journal of Digital Humanities* Vol. 1, No. 1 (2011). <http://journalofdigitalhumanities.org/1-1/its-all-about-the-stuff-by-tim-sherratt/>

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- Cohen and Rosenzweig, “Becoming Digital” and “Owning the Past” in *Digital History*. <http://chnm.gmu.edu/digitalhistory>
- Erin Kissane, *The Elements of Content Strategy* (New York: A Book Apart, 2011)
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- *Writing History in the Digital Age: Part I: Re-Visioning Historical Writing*, <http://writinghistory.trincoll.edu/revisioning/>

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- Lawrence Levine, “Two Blues Songs,” *Teaching History*, <http://teachinghistory.org/best-practices/examples-of-historical-thinking/25203>
- Richard Cullen Rath, “Hearing American History,” *Journal of American History* 95, no. 2 (September 2008): 417–431. [PDF of article](#)
- Krista Sigler, “Podcasting and the Profession,” *Perspectives on History*, May 2008, <http://www.historians.org/publications-and-directories/perspectives-on-history/may-2008/podcasting-and-the-profession>
- Alex Zukas, “Different Drummers: Using Music to Teach History,” *Perspectives on History*, September 1996: <http://www.historians.org/publications-and-directories/perspectives-on-history/september-1996/different-drummers-using-music-to-teach-history>

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- Shawn Graham, Ian Milligan, and Scott Weingart, “Principles of Information Visualization,” in *The Historian’s Macroscope* – Working Title (Under contract with Imperial College Press, 2013), http://www.themacroscope.org/?page_id=469
- Lev Manovich, “Database as a Genre of New Media,” *Society* 14, no. 2 (June 1, 2000), http://time.arts.ucla.edu/AL_Society/manovich.html
- Hadley Wickham, “Tidy Data,” *Journal of Statistical Software*, Submitted. <http://vita.had.co.nz/papers/tidy-data.pdf>. (Read through the end of section 3 on page 13.)

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- Ian Gregory and Alistair Geddes, editors, *Toward Spatial Humanities: Historical GIS and Spatial History* (Bloomington: Indiana University Press, 2014), [Introduction and Chapter 2](#).
- Anne Knowles, “A Cutting-Edge Second Look at the Battle of Gettysburg,” *Smithsonian Magazine* (June 27, 2013) <http://www.smithsonianmag.com/history-archaeology/A-Cutting-Edge-Second-Look-at-the-Battle-of-Gettysburg.html>. [Online interactive map, with Dan Miller, International Mapping Associates (Alex Tait, Tim Montenyohl, Judy Nielsen), and ESRI (Allen Carroll, Lee Bock, James Cardona), funded by Smithsonian Enterprises.]
- Mark Monmonier, *How to Lie with Maps*, 2nd edition (Chicago: University Of Chicago Press, 1996)
- Richard White, “What is Spatial History?” *Stanford University Spatial History Project* (2010) <http://www.stanford.edu/group/spatialhistory/cgi-bin/site/pub.php?id=29>

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- Megan R. Brett, “Topic Modeling: A Basic Introduction” *Journal of Digital Humanities* (2:1).
<http://journalofdigitalhumanities.org/2-1/topic-modeling-a-basic-introduction-by-megan-r-brett/>
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- “Where to Start with Text Mining,” Ted Underwood. *The Stone and the Shell*. <http://tedunderwood.com/2012/08/14/where-to-start-with-text-mining/>

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- “Selections from Bill Adair, Benjamin Filene, and Laura Koloski, eds. *Letting Go?: Sharing Historical Authority in a User-Generated World*, 2011. (a href=”http://history2014.doingdh.org/wp-content/uploads/sites/2/2014/07/Throwing-Open-Doors.pdf”>PDF of Selections)
- Fiona Romeo and Lucinda Blaser, “Bringing Citizen Scientists and Historians Together,” Conference Paper, *Museums and the Web* (2011),
http://www.museumsandtheweb.com/mw2011/papers/bringing_citizen_scientists_and_historians_tog
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- “Selections from the edited collection, *Learning through Digital Media: Experiments in Technology and Pedagogy* (2011) <http://learningthroughdigitalmedia.net/>
- T. Mills Kelly, *Teaching History in the Digital Age* (University of Michigan Press, 2013).
- *Writing History in the Digital Age*, Part 3: Practice What You Teach (and Teach What You Practice): <http://writinghistory.trincoll.edu/teach/>

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- Review *Journal of Digital Humanities*: <http://journalofdigitalhumanities.org/>, particularly the issue on evaluation: <http://journalofdigitalhumanities.org/1-4/>
- Kathleen Fitzpatrick, *Planned Obsolescence: Publishing, Technology, and the Future of the Academy* (New York: NYU Press, 2011). <http://mcpress.media-commons.org/plannedobsolescence/>

Resources

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- Ryan Cordell, “How to start tweeting and why you might want to” *Profhacker* (April, 2010), <http://chronicle.com/blogs/profhacker/how-to-start-tweeting-and-why-you-might-want-to/26065>; and “From the Archives: Using Twitter,” *Profhacker* (February 2014), <http://chronicle.com/blogs/profhacker/from-the-archives-using-twitter/55775>.
- [A quick text explanation of the Internet for our purposes](#)
- [How the Internet Works in 5 Minutes](#)
- [RSS in Plain English](#)

Finding, Organizing, and Analyzing Sources

- [SI List of Alternatives to Photoshop](#)
- [Digital Preservation Q&A](#)
- Mat Honan, “Kill the Password,” *Wired*(November 15, 2012).
- [Passwords Under Assault](#)
- Dan Russell, “Digging in with Google,”<http://dmrussell.net/presentations/IRE2013-Digging-into-Google.pdf>
- Zotero Guide to Archival Research,http://guides.library.harvard.edu/zotero_archival_research

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- [Collaborators’ Bill of Rights](#)
- Criteria for reviewing websites, *Journal of American History* <http://www.journalofamericanhistory.org/submit/websitereviews.html>
- On choosing for your users and your content, Downgrading your Website, CooperHewitt Labs: <http://labs.cooperhewitt.org/2014/downgrading-your-website-or-why-we-are-moving-to-wordpress/>
- Steven Krug, “How We Really Use the Web,”*Don’t Make Me Think: A Common Sense Approach to Web Usability* (2005, 2nd Edition).
- [Introduction to HTML](#), Mozilla Developers Network
- [Sample digital history evaluation criteria](#)
- [“Site Planning Tips.”](#) *Omeka* Documentation
- “When Not to Use Drupal,” *Drupal for Humanists*, <http://drupal.forhumanists.org/book/when-not-use-drupal>
- Jeffrey Zeldman, “Understanding Web Design,”*A List Apart* (November 20, 2007). <http://alistapart.com/article/understandingwebdesign>

Working with Non-Textual Sources

- Fair Use Checklist, Cornell, http://copyright.cornell.edu/policies/docs/Fair_Use_Checklist.pdf
- Guide to Copyright Term and the Public Domain in the United States, Cornell: <http://copyright.cornell.edu/resources/publicdomain.cfm>
- Loudness War, http://en.wikipedia.org/wiki/Loudness_war
- Alessandro Portelli, “What Makes Oral History Different,” (PDF) *The Oral History Reader* (London: Routledge, 1998 [1977])
- Rosenzweig and Cohen, “Owning the Past?,” *Digital History*, <http://chnm.gmu.edu/digitalhistory/copyright/>
- Andrew J. Salvati, “DIY Histories: Podcasting the Past,” Sound Studies Blog, April 14, 2014, <http://soundstudiesblog.com/2014/04/14/diy-histories-podcasting-the-presenting-of-the-past/>
- R. Murray Schafer, “The Soundscape,” in Jonathan Sterne, ed., *Sound Studies Reader*, Routledge, 2012, [PDF of Article](#)

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- “Principles of data visualization: what we see in a visual.” Fusion Charts. <http://www.fusioncharts.com/whitepapers/downloads/Principles-of-Data-Visualization.pdf>

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Digital Humanities Training Resources

- DH Answers, (forum for asking questions about using DH tools, project planning), <http://digitalhumanities.org/answers/>
- Digital Humanities Commons (for finding collaborators and new projects), <http://dhcommons.org/>
- Digital Humanities Summer Institutes, University of Victoria, <http://dhsi.org/>
- DIRT Tool Wiki, <http://dirtdirectory.org/>
- Humanities Intensive Training and Learning, MITH, University of Maryland, <http://www.dhtraining.org/hilt/>
- NEH, Office of Digital Humanities, Institutes for Advanced Topics in the Digital Humanities, <http://www.neh.gov/divisions/odh/institutes>
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