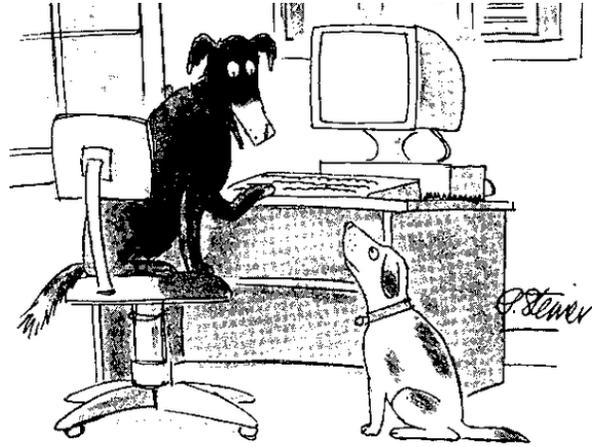# Junior Seminar: The Digital Humanities
(Topics in American Studies: 01:050:389)

"On the Internet, nobody knows you're a dog."

Thursdays, 10:55AM to 1:55PM
Ruth Adams Building, American Studies Seminar Room, 018

Prof. Andy Urban
aturban@rci.rutgers.edu
Office Hours: 1 – 3PM, Tuesdays or by appointment
Ruth Adams Building 205E

Course Description:

This course will explore the emergent field of the digital humanities, and how identities, ideas, and communication are mediated through digital technologies and mediums. Topics considered include the meaning of community and civil society in a virtual or cyber age; how digital technologies contribute to the production and reproduction of information; the research uses of digital archives, databases, and cyber ethnography; and, the tension between human existence as a physical, embodied set of practices, and human existence as a set of digital connections and experiences.

Following the Junior Seminar format, students are required to write a 12-15 page paper due at the semester.

Students will also take part in a community-engaged collaborative learning project where they will construct a digital humanities project.

Learning Goals:

a) To explore how digital technologies, mediums, and public and private spaces have affected how we access and produce knowledge; participate in culture; construct identities; engage in civic participation; and interact socially.
b) To gain hands-on skills in the digital humanities, in areas such as mapping, data visualization, blogging and online curating, performing online research, and conducting cyberethnography
c) To participate in a community-engaged learning, working with New Brunswick-based partners
d) To connect the digital humanities to a longer history accessing, producing, and reproducing information, and to consider where the future might lead

Required Readings

- Adrian Johns, *Piracy: The Intellectual Property Wars from Gutenberg to Gates* (Chicago: The University of Chicago Press, 2009), ISBN: 9780226401195.

- William Gibson, *Neuromancer* (New York: Ace Books, 1984), ISBN: 9780441569595.

- Sherry Turkle, *Alone Together: Why We Expect More from Technology and Less from Each Other* (New York: Basic Books, 2011), ISBN: 9780465031467.

In addition to the above books, the assigned chapters, articles, and primary sources have been (or will be shortly) posted as .pdf files on the course's SAKAI site, under the heading "Resources."

Readings correspond to the day they will be discussed and need to be completed before class. You are required to bring readings to class with you, since we will refer to the text directly.

<u>**Assignment and Grading Overview**</u>

Additional information on the assignments will be provided in separate handouts.

Reading quizzes – 20% (Four, 5% each)

> Over the course of the semester, four reading quizzes will be administered in-class. These quizzes will either take the form of multiple-choice questions or require short essay responses.

> As long as you complete the readings, take notes, and pay attention to what the authors are arguing, you should be prepared to succeed on the quizzes.

Research Essay – 30% (Draft, 5%; Final Essay, 25%)

> Over the course of the semester, students will be responsible for writing a 12 to 15 page paper on the topic of their choosing, relating to the digital humanities.

Group Project – 35% (Project grade, 20%; Peer review grade, 5%; Reflection Essay, 10%)

> Working in groups, students will partner with the George Street Playhouse in downtown New Brunswick, and with Instructor Chris Rzigalinski's "Introduction to Multimedia Composition" course, in order to construct a digital humanities project.

Participation/Attendance – 15%

> This is a seminar, and the expectation is that you will both attend all the classes, and regularly participate.

Grading Scale:
92-100=**A**; 87-91=**B+**; 81-86=**B**; 77-80=**C+**; 70-76=**C**; 60-69=**D**; 0-59=**F**

Note: there are no minus grades at Rutgers.

<u>**Class Policies**</u>

<u>**Please make sure that you are receiving and checking SAKAI announcements via email.**</u>

I regularly use the site to update class information, assignments, etc. **You are responsible for keeping up-to-date with class information and making sure that you are connected.**

<u>**Attendance in the seminar is mandatory.**</u>

Each student is allowed one unexcused absence during the semester. Each additional unexcused absence will result in deductions from your participation grade.

If you have to miss class due to sickness, an emergency, or another excused reason, please use the University absence reporting website https://sims.rutgers.edu/ssra/ to indicate the date and reason for your absence. An email is automatically sent to me.

Unexcused late assignments will receive a deduction.

<u>**Please do not text, use the internet (except when asked to!), chat online, etc. during our seminar. If you do you will be marked as absent for that class.**</u>

<u>**Special Accommodation Requests**</u>**:**

All special accommodation requests must be brought to my attention during the first two weeks of class. Full disability policies and procedures are available for review at: http://disabilityservices.rutgers.edu/.

Students with disabilities requesting accommodations must follow the procedures outlined at http://disabilityservices.rutgers.edu/request.html

<u>**Academic Integrity Policy**</u>**:**

http://academicintegrity.rutgers.edu/integrity.shtml

Violations include: cheating, fabrication, plagiarism, denying others access to information or material, and facilitating violations of academic integrity.

Honor Pledge:
I pledge on my honor that I will adhere to all aspects of the Rutgers Academic Integrity Policy

By accepting this syllabus and enrolling in this course, you assume responsibility for knowing the above policies and the possible penalties – including suspension and expulsion – should you violate the Honor Pledge.

Take an interactive tutorial on Plagiarism and Academic Integrity:
 http://sccweb.scc-net.rutgers.edu/douglass/sal/plagiarism/Intro.html

Class Schedule and Assigned Readings

September 4

Introductions

September 11

- John Perry Barlow, "Jack In, Young Pioneer!" Keynote Essay for the 1994 Computerworld College Edition, https://w2.eff.org/Misc/Publications/John_Perry_Barlow/HTML/jack_in_young_pioneer.html
- Kathleen Fitzpatrick, "The Humanities, Done Digitally," in *Debates in the Digital Humanities* (University of Minnesota Press, 2012), http://dhdebates.gc.cuny.edu/debates/text/30
- Ray Kurzweil, "The Six Epochs," in *The Singularity is Near: When Humans Transcend Biology* (Penguin Books, 2006).*
- Gary Hall, "Judgment and Responsibility in the Wikipedia Age," in *Digitize this Book!* (University of Minnesota Press, 2008), 55-79.*

September 18

- Adrian Johns, *Piracy*, chs. 1 -4; 8
- Lisa Gitelman, "Near Print and Beyond Paper: Knowing by .pdf," *in Paper Knowledge: Toward a Media History of Documents* (Duke University Press, 2014), 111-35.*

September 25
PLEASE NOTE: This class will be meeting in room 415 in Alexander Library

- Richard White, "What is Spatial History?" http://web.stanford.edu/group/spatialhistory/cgi-bin/site/pub.php?id=29#24
- Annie Valk and Holly Ewald, "Bringing a Hidden Pond to Public Attention: Increasing Impact through Digital Tools," *Oral History Review* 40, no. 1 (2013): 8-24.*
- Mark Tebeau, "Listening to the City: Oral History and Place in the Digital Era," *Oral History Review* 40, no. 1 (2013): 25-35.*
- Mapping Memory on the Liverpool Waterfront, http://www.liverpoolmuseums.org.uk/maritime/research/mappingmemory/
- Digital Harlem, http://digitalharlemblog.wordpress.com/digital-harlem-the-site/
- German Traces NYC, http://www.germantracesnyc.org/
- Mapping DuBois, http://www.mappingdubois.org/

- On The Line: how schooling, housing, and civil rights shaped Hartford and its suburbs, http://ontheline.trincoll.edu/

October 2

- Adrian Johns, *Piracy*, ch. 11; 14-17
- Majid Yar, "The rhetorics and myths of anti-piracy campaigns: criminalization, moral pedagogy and capitalist property relations in the classroom," *New Media and Society* 10, no. 4 (2008): 605-23.*

October 9

- William Gibson, *Neuromancer*, chs. 1-10

October 16

- William Gibson, *Neuromancer*, chs. 11-end
- Daniel Punday, "The Narrative Construction of Cyberspace: Reading Neuromancer, Reading Cyberspace Debates," *College English* (2000): 194-213.*

October 23 – NO CLASS

October 30

- Geoffrey Rockwell and Kevin Kee, "The Leisure of Serious Games," *Game Studies* 11:2 (May 2011).*
- The Roaring Twenties, http://vectors.usc.edu/projects/index.php?project=98
- Freedom's Ring, http://freedoms-ring.org/

November 6

- Sherry Turkle, *Alone Together*, part one

November 13 – NO CLASS

November 20

- Turkle, *Alone Together*, part two
- Danah Boyd, "White Flight in Networked Publics," in *Race After the Internet* (Routledge, 2011): 203-222.*

November 25 – CLASS MEETS THIS WEEK ON TUESDAY

IN-CLASS PRESENTATIONS TO GUEST PANEL

December 4

- Adam Arviddsson, "'Quality singles': internet dating and the work of fantasy," *New Media & Society* 8, no. 4 (August 2006): 671-690*

In-class movie: *Her*, dir. Spike Jonze (2013)

December 5 (FRIDAY)

END OF SEMESTER EVENT, GEORGE STREET PLAYHOUSE