Menlo College

Digital Humanities and Cultural Analytics

Office location: Zoom   M/W 11:10-12:30pm
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Office hours: T 4:30-6pm & by appointment; sign up at mendelman.youcanbook.me

This course has two parallel aims. The first is to explore the evolving computer-aided practices used to study literature and culture at a scale much larger than a single unit (one novel, one reader). The second is to think through how these critical approaches, which engage machines and seek to accrue vast, empirical datasets, bear on models of human selfhood—a context in which individual subjectivity and material embodiment would seem to be paramount.

To pursue these aims, we will read recent academic scholarship in the digital humanities, experiment with digital tools and techniques, and participate in ongoing conversations about these endeavors. Questions we will ask include: How do different forms and scales of data enhance the writing of literary and cultural history? What are the potential limitations of quantitative and qualitative approaches to interpreting cultural expression? How do these recent efforts to analyze culture using cutting-edge technology interface with familiar categories of personhood and long-standing concerns about the social, political, and ethical dimensions of humanist inquiry? No prior knowledge of digital methods or statistics is required, just a genuine curiosity about how we think about literature, culture, and selfhood today.

Prerequisites: Students must have earned a C- or better in Math 102 and English 102.

Course learning outcomes
- Utilize archival platforms.
- Utilize Google Ngram Viewer and Voyant Tools for text-mining and data visualization.
- Develop understandings of protocols of metadata, mapping, topic modeling, sentiment analysis, and network analysis.
- Synthesize quantitative and qualitative datasets.

Texts
- All required readings are available on MOLE or via hyperlink in the weekly calendar below.

Assignments and grading
- Coursework (two keyword activities, two digital methods exercises) 20%
- Presentation 20%
- Final paper 40%
- Participation 20%

Coursework
You will complete two keyword activities and two assignments involving digital tools and techniques. The keyword activities will be done in small groups. You will research the meanings of

one or more words, enter a working definition for each term into our class glossary, and then present your findings to the class. For the digital methods exercises, you will choose TWO of THREE options. The first uses archival platforms to explore a text in the context of its original publication within a digitized periodical or to compare a text's original review to a recent work of literary criticism about the same. The second activity uses Google Ngram to track one or more keywords over a longer time period and in distinct national contexts. The third exercise uses Voyant Tools to assess word frequencies in a given text. You may elect to use one of the two primary texts we read in the course or to consider a different literary work (please run the latter by me before embarking on this journey). You may also elect to work individually or in a small group. I've indicated the latest submission dates for these exercises above; however, you should feel free to submit these experiments whenever you've completed them.

Presentation

Working together in small groups, you will select a DH project and present its content to the class. Consider the project goals, the types of technologies used and why, the types of data identified and how that data was located, and the project's success in achieving its aims. In a 10-12 minute presentation, walk the class through the project site while discussing these considerations and conclude with three ideas about how you might extend and enhance this project. Consider what resources would be necessary to produce these enhancements, but by all means: dream big! A list of DH projects appears in the "DH Resources" document on the class's Google Drive; I invite you to identify additional projects.

Final paper

The final paper will be a 7-8 page state-of-the-subfield review essay, in which you will put three to five scholarly sources about a given DH concern into conversation with one another. You might choose to focus on a critical methodology (e.g., topic modeling, sentiment analysis), a digital format (e.g, video games, social media), or a theoretical commitment (e.g., critical race studies, ecocriticism). Up to two of your selected scholarly sources may come from our course readings; aim to engage sources published since 2016. As a review essay, your paper should advance an original argument about this subfield of DH, not simply summarize the individual pieces or analyze them in isolation. Synthesize their collective concerns and assess their modes of addressing these issues.

You are welcome to undertake this paper collaboratively. You are also welcome to produce an alternative to a traditional paper (e.g., a website or other digital format). If you plan to pursue either of these alternative modalities, please let me know so that I can best support you.

Participation

The success of our seminar depends on the active participation of every student. Accordingly, participation constitutes a large portion (20%) of the final grade for the course. I will calculate it as follows: I will not keep track of the number of times you contribute to discussion; I will attend to the evidence that you actively, regularly engage with the material, share your insights and questions with the class, participate constructively during peer presentations and workshops, and incorporate all of these thoughts as well as my feedback into the course assignments.

I have a one-screen / one-platform policy in class. If I see you on another device or engaged in another electronic activity during class, it will drastically affect your participation grade. The same rubric applies to your Zoom classroom presence: arrive on time; stay for the entire session; do not engage in side conversations or take bathroom breaks on your own terms. I will pause class after roughly 45 minutes to allow for a collective break, during which time you can use the restroom and catch up on all missed social media. Accordingly, absences are *only* excused with

documentation or prior approval. 3 unexcused absences will lower your participation grade by ½ of a letter; 5 unexcused absences will lower your participation grade by 1 letter; **6 unexcused absences will be grounds for failing the course.** The chance to attend to one subject for 80 minutes, with a community of other people, is a rare opportunity; take advantage of it.

Resources
On campus:
- [The Writing and Oral Communication Center](#) and [Bowman Library](#): The WOCC tutors and the Bowman Librarians are wonderful, helpful people. I encourage you to make use of these excellent resources throughout the term.

Online:
Be wary of online sources, especially Wikipedia. Always consult more than one source and look for consistency. Here are a few reputable sites for cross-checking purposes:
- [CCTC's Grammar Site](#)
- [Purdue University's Online Writing Lab](#)

Weekly calendar
(All readings are hyperlinked below and should be completed for the indicated class session.)

Weeks 1-4: The Histories of the Digital Humanities
September 14:
- Susan Hockey, "[The History of Humanities Computing](#)" (2004)
- Kathleen Fitzpatrick, "[The Humanities, Done Digitally](#)" (2012)

September 16:
- Matthew Jockers, "Revolution," "Evidence," and "Tradition" from *[Macroanalysis](#)* (2013)
  - [Register for Winnifred Eaton Archive launch](#) before class; we'll attend at 12pm

September 21:
- Matthew Jockers, "Macroanalysis" from *[Macroanalysis](#)* (2013)

September 23:
- Lev Manovich, "[The Science of Culture? Social Computing, Digital Humanities and Cultural Analytics](#)" (2015)

September 28: *Keywords presentations, Day 1*
- Sharon M. Leon, "[Complicating a 'Great Man' Narrative of Digital History in the United States](#)" (2018)
- Matthew K. Gold and Lauren F. Klein, "[A DH That Matters](#)" (2019)

Weeks 4-5: Digital Practices and Problem Sets
September 30: *Keywords presentations, Day 2*
- Peruse: Miriam Posner, "[How Did They Make That?](#)" (2013)
- View: Miriam Posner, "[How Did They Make That? The Video!](#)" (2014)

October 5: *Keywords presentations, Day 3*
- Ted Underwood, "[Seven Ways Humanists Are Using Computers to Understand Text](#)" (2015)

October 7: *Keywords presentations, Day 4*
- Lisa Mendelman, "Recounting Modernist Women's Literary History: Teaching Quantitative Methods to Undergraduates" (forthcoming; available on MOLE)

Week 6: Archive Fever
October 12: *Keywords presentations, Day 5*
- Jean-Baptiste Michel et al., "[Quantitative Analysis of Culture Using Millions of Digitized Books](#)" (2011)

October 14: *Methods workshop #1: Archival platforms*
- Edith Wharton, "[The Descent of Man](#)" (1914 [1904])

Week 7: Keywords
October 19:
- Zoom field trip: peruse [Stanford Literary Lab](#) *in advance*

October 21: *Methods workshop #2: Google Ngram*
- Nella Larsen, *Passing* (1929; available on MOLE)
- Susan Zhang, "[The Pitfalls of Using Google Ngram to Study Language](#)" (2015)

Week 8: Visualizing Desires
October 26:
- Saif M. Mohammad, "[Sentiment Analysis: Detecting Valence, Emotions, and Other Affectual States from Text](#)" (2020)

October 28: *Methods workshop #3: Voyant Tools*
- Megan E. Welsh, "[Review of Voyant Tools](#)" (2014)

Weeks 9-10: Social Networks
November 2:
- Jeffrey Pomerantz, read "Introduction" and peruse "Definitions" from *[Metadata](#)* (2015)
- Methods exercise #1 due

November 4:
- Richard Jean So and Hoyt Long, "[Network Analysis and the Sociology of Modernism](#)" (2013); sign up for DH project presentations

November 9:
- Methods exercise #2 due; DH project presentation work day

November 11:
- Lauren Klein, "[Feminist Data Visualization; Or, the Shape of History](#)" (2017)

Weeks 11-12: Mediated Bodies
November 16:
- H. Andrew Schwartz et al., "[Personality, Gender, and Age in the Language of Social Media: The Open-Vocabulary Approach](#)" (2013)

November 18: *DH project presentations begin*
- Ted Underwood et al., "[The Transformation of Gender in English-Language Fiction](#)" (2018)

November 23: *DH project presentations continue*
- Amy E. Earhart and Maura Ives, "[Race, Print, and Digital Humanities](#)" (2018)

November 25: *DH project presentations continue*
- Richard Jean So et al., "[Race, Writing, and Computation: Racial Difference and the US Novel, 1880-2000](#)" (2019)

Week 13-14: Data Searches
November 30: *DH project presentations continue*
- Jennifer Guiliano and Carolyn Heitman, "[Difficult Heritage and the Complexities of Indigenous Data](#)" (2019)

December 2:
- Nikki Stevens, "[Data Set Failures and Intersectional Data](#)" (2019)

December 7:
- Andrea Zeffiro, "[Towards A Queer Futurity of Data](#)" (2019)

Weeks 14-15: Recoding DH
December 9:
- Julia Flanders, "[Building Otherwise](#)" (2018)

December 14:
- Final paper presentations; final papers due to MOLE by midnight

December 16:
- Course wrap-up

Institutional Policies

Academic Integrity
Menlo College faculty are committed to upholding the highest standards of academic integrity for the students of the College. Menlo College expects that students will do their own work and that their quizzes, tests, examinations, laboratory work, research papers, essays, projects, internships, and all other assignments honestly reflect their own learning and knowledge. Academic dishonesty in the forms of cheating, fabrication, facilitating academic dishonesty, and plagiarism, as defined below, are violations of the Academic Integrity Policy and are prohibited. Academic dishonesty in all its variations is a violation of this policy.
   A. *Cheating*: Intentionally using or attempting to use unauthorized materials, information, study aids or submitting another person's written work product (whether "borrowed" or purchased) in any academic course or exercise.
   B. *Fabrication*: Falsification or invention of any information or citation in any course or exercise.
   C. *Facilitating Academic Misconduct*: Knowingly helping or attempting to help another student to engage in academic dishonesty, including, but not limited to, writing a paper or take-home exam for another student, doing the research and/or citations for any other student's academic exercise.
   D. *Plagiarism*: Using the words or ideas of another and representing them as one's own in any academic course or exercise, including, but not limited to:
      i. Failure to use quotes when using the words of another author or provide the proper citation.
      ii. Paraphrasing another author's words (or website) without attribution and citation, whether one or multiple other authors.
      iii. Presenting or promulgating the ideas of another author as one's own without attribution citation, even when using your own words.

Examples of Violations: Examples of violations of this policy include: copying from another student during an examination; having another person write a paper on the student's behalf; using

information from a campus file or assignments or exams from a prior semester; completing someone else's assignment for them to turn in; using direct statements of another author; cutting and pasting information from electronic sources, leaving out quotation marks and not citing the source of ideas of others; paraphrasing the work of others (without citing the source), or helping another student do any of the above. Students who are uncertain about whether an assignment is an individual or team-based, the level of citation required, or any similar issue should ask their professor directly.

Violations: Students found in violation of the Academic Integrity Policy are given a failing grade on the assignment. In any one course, repeat offenders will be given a failing grade for that course. In addition, students found in violation of the Academic Integrity Policy during a final examination, final project, or related final evaluation or assignment, will be given a failing grade for the course. Any student who fails a course as a result of violating the Academic Integrity Policy will not be allowed to withdraw from that course. All violations of the Academic Integrity Policy will be recorded through the Office of Academic Affairs. Repeat offenders across courses will be subject to disciplinary action as determined by the Academic Dean or the Dean's designee. Penalties can include suspension, and if the situation warrants expulsion.

Appeals: A student who is accused of academic dishonesty may appeal the accusation if they feel it is incorrect. The appeal must be submitted in writing to the Office of Academic Affairs within 5 business days from receiving notice. The appeal will be reviewed and a decision rendered by the Academic Appeals Committee. Any further final appeals will go to the Provost.

Full Policy: You are required to be in compliance with the full Academic Integrity Policy, as set forth in the Menlo College catalog, 2020-2021. For any questions about the policy or compliance, procedures for responding to violations, and appeals, feel free to contact the Office of Academic Affairs on the main floor of Brawner Building.

Pandemic Policies

Hybrid and Distance Learning
Due to the ongoing coronavirus pandemic, classes at Menlo College this fall are implementing a number of precautions consistent with local and federal health guidelines. This includes using hybrid and distance learning modalities that may limit your time in the physical classroom and require that some of your course participation is via Zoom or other online tools. Students must have video on during class, unless they obtain permission from the instructor to do otherwise. If an Avatar is used in lieu of your personal picture, this must be approved and discussed with the instructor prior to class start. All students have the option to use a Virtual background. All information about technologies and other needs for this class will be detailed on MOLE; additional campus-wide information is available at www.menlo.edu.

Basic Netiquette
- Arrive on time to Zoom classes and attend the entire session
- Dress as you would in the classroom
- Listen and dialogue with each other respectfully
- Keep your video on, and remember that you are visible
- Keep your microphone muted unless speaking
- Use the chat function to ask questions and share ideas with the instructor and classmates

- Checking emails or sending text messages during class is prohibited. Mobile phones and computers must be used only for class participation, note taking, or edifying the topic at hand. Engaging in personal activities is distracting to faculty and other students, infringes upon classroom discussion, and inhibits a culture of respect and shared learning.

Class Recording
In some classes video conferencing software will be used to record live class discussions. As a student in such classes, student participation in live class discussions will be recorded. These recordings will be made available only to students enrolled in the class, to assist those who cannot attend the live session or to serve as a resource for those who would like to review content that was presented. All recordings will become unavailable to students in the class when the class ends. The use of all video recordings will be in keeping with the Privacy Statement shown below:
   A. PRIVACY STATEMENT
Assuring privacy among faculty and students engaged in online and face-to-face instructional activities helps promote open and robust conversations and mitigates concerns that comments made within the context of the class will be shared beyond the classroom. As such, recordings of instructional activities occurring in online or face-to-face classes may be used solely for internal class purposes by the faculty member and students registered for the course, and only during the period in which the course is offered. Instructors who wish to make subsequent use of recordings that include student activity may do so only with informed written consent of the students involved or if all student activity is removed from the recording. Recordings including student activity that have been initiated by the instructor may be retained by the instructor only for individual use.

Diversity and Inclusion
Menlo College is committed to cultivating a learning environment that is respectful and inclusive of individuals from a diversity of backgrounds, including but not limited to race and ethnicity, gender and gender presentation, sexual orientation, religion, nativity and national origin, military experience, and class. Course materials are meant to be respectful of this diversity. I expect every student to respect and honor difference as they participate in class sessions and online discussions.
If you see ways to improve the effectiveness of this course in fully including yourself or other students or groups, or if you experience anything in this class that results in barriers to your inclusion or accurate assessment of achievement, please let me know immediately or contact Dean Michelson or Dean Sidaoui (this can include anonymous feedback).

Religious Observances
Some students, staff, and faculty may be absent in observance of religious holidays. In order to alert faculty members and allow the student to keep up with assignments, students should notify faculty members either during or immediately after the first day of class of the dates they will be away for these purposes. Some students may be fasting from dawn to dusk and may show a noticeable energy drain. Requests for postponement of assignment deadlines may result from changed schedules. Faculty are requested to be mindful and accommodating about this without in any way reducing the workload the student must follow to complete the course. Please remember that it is the student's responsibility to notify the faculty member of absences or other issues associated with religious observances well in advance.

Accommodation
Menlo College views disability as a vital aspect of diversity and is committed to providing equitable access to learning opportunities for all students. The Disability Services office is the campus

resource that works with students who have disabilities to ensure reasonable accommodations are provided and arranged. The Disability Services office is located in the Administration Building.

If you have a disability, or had an IEP or a 504 Plan in high school, or if you think you might have a learning disability or other disability that may have some impact on your work in this class and would like to discuss potential accommodations planning, please contact the Disability Services office at disabilityservices@menlo.edu or 650.543.3720 to arrange a confidential meeting. Disabilities can be related to a number of things, such as: mental health, attention disorders, learning challenges, chronic health conditions, sensory, or physical concerns.

Students with short-term disabilities, such as physical injury, can often work with instructors to minimize classroom barriers. In situations where additional assistance is needed, students should contact the DS office as noted above.

If you are registered with the Disability Services office, and have a current accommodation letter, please contact me as early as possible in the semester to review how the accommodations will be applied in this course.

Disciplinary Action
Students found in violation of the policy are given a failing grade on the assignment. In any one course, repeat offenders will be given a failing grade for that course. In addition, students found in violations of the Academic Integrity Policy during a final examination, final project or related final evaluation or assignment, are given a failing grade for the course. Any student who fails a course as a result of violating the Academic Integrity Policy will not be allowed to withdraw from the course. All violations of the Academic Integrity Policy will be recorded through the Office of academic affairs. Repeat offenders across courses will be subject to disciplinary action as determined by the VP of Academic Affairs. Such disciplinary action will normally result in the expulsion of the offending student from Menlo College.