

<b>August 23</b>	<b>Introduction to the class, studying history, and digital humanities</b>
In class	<ul style="list-style-type: none"> <li>Asking questions about the choices made by people</li> <li>Jason Heppler, "<a href="#">What is Digital Humanities?</a>"</li> </ul>
Readings due	<ol style="list-style-type: none"> <li>Zachary Schrag, "<a href="#">Chapter 1: Defining History</a>," in <i>Princeton Guide to Historical Research</i> (Princeton: Princeton University Press, 2021), 9-23.</li> <li>Miriam Posner, "<a href="#">Creating Your Web Presence: A Primer for Academics</a>," <i>Chronicle of Higher Education</i>, February 14, 2011.</li> <li>Ryan Cordell, "<a href="#">Creating and Maintaining a Professional Presence Online: A Roundup and Reflection</a>," <i>Chronicle of Higher Education</i>, October 3, 2012.</li> </ol>
<b>August 30</b>	<b>Introduction to Virginia history</b>
Readings due	<ol style="list-style-type: none"> <li>Ronald L. Heinemann, "<a href="#">Chapter 2: Atlantic Outpost, 1607-1650</a>," in <i>Old Dominion, New Commonwealth: A History of Virginia, 1607-2007</i> (Charlottesville: University of Virginia Press, 2007), 18-40.</li> <li>Nikole Hannah-Jones, Introduction to the 1619 Project. Available on Blackboard.</li> </ol>
Assignment due	Discussion Board Post 1: After reading through the articles assigned for today, reflect on your current digital presence. When you Google yourself, what results do you get? Do those results reflect who you are and how you want others to perceive you? (400 words minimum)
<b>September 6</b>	<b>Legal literacies in digital humanities</b>
Readings due	<ol style="list-style-type: none"> <li>Michelle Caswell and Marika Cifor, "From Human Rights to Feminist Ethics: Radical Empathy in the Archives," <i>Archivaria</i> 81 (Spring 2016): 23-43. Available on Blackboard.</li> <li>Andrej Zwitter, "Big Data Ethics," <i>Big Data &amp; Society</i> (July-September 2014): 1-6.</li> <li><a href="#">American Philosophical Society Protocols for the Treatment of Indigenous Materials</a>.</li> </ol>
Assignment due	Discussion Board Post 2: Consider the four literacies we discussed today (ethics, privacy, copyright, and licenses). How do these literacies affect your research and scholarship as historians or scholars? What surprised you about these literacies? What are some important considerations to think about before beginning a digital humanities project? (400 words minimum)
<b>September 13</b>	<b>Data literacy; organizing your research; finding datasets</b>
In class	<ol style="list-style-type: none"> <li>Guest instructor: Wendy Mann, Director, <a href="#">Digital Scholarship Center</a> <ol style="list-style-type: none"> <li>Finding and reading data</li> <li>Organizing and working with files</li> </ol> </li> <li>In class assignment: In groups, devise a method to clean the death certificates data. Write out your specific plans to revise this data into a tidy dataset.</li> </ol>
Reading due	<ol style="list-style-type: none"> <li>Hadley Wickham, "Tidy Data," <i>Journal of Statistical Software</i> 59, no. 10 (August 2014): 1-23.</li> </ol>
<b>September 20</b>	<b>Thinking about topics, finding research, and asking questions</b>
In class	<ul style="list-style-type: none"> <li>What makes a good historical question and how do you use sources to help write a better question?</li> <li>Analyzing sources</li> <li>Start thinking of markers</li> </ul>
Readings due	<ol style="list-style-type: none"> <li>Benedict Carton and George Oberle, "[T]o each of their heirs forever' Legacies of George Mason IV: Beneficiary, Patriarch, Bequeather, Enslaver."</li> <li>First half of Michel-Rolph Trouillot, <i>Silencing the Past: Power and the Production of History</i> (Boston: Beacon Press, 1995).</li> </ol>

Assignment due	Discussion Board Post 3: What are the three principles of tidy data? What are the best methods for organizing your research? Consider how you might implement both tidy data and organizational research methods into your scholarly practice. (400 words minimum)
<b>September 27</b>	<b>Discuss <i>Silencing the Past</i></b>
Reading due	1. Remainder of Michel-Rolph Trouillot, <i>Silencing the Past: Power and the Production of History</i> (Boston: Beacon Press, 1995).
Assignment due	Discussion Board Post 4: Use the following resources to select a highway marker to explore. Describe the marker you chose and why you chose it. In what ways will you use Trouillot's methods from <i>Silencing the Past</i> to learn more about the history of your selected highway marker? (400 words minimum) <ul style="list-style-type: none"> <li>• <a href="https://www.dhr.virginia.gov/highway-markers/">https://www.dhr.virginia.gov/highway-markers/</a></li> <li>• <a href="https://www.fairfaxcounty.gov/history-commission/historical-roadside-markers">https://www.fairfaxcounty.gov/history-commission/historical-roadside-markers</a></li> <li>• <a href="https://gisweb.pwcv.gov/webapps/historicmarkers/">https://gisweb.pwcv.gov/webapps/historicmarkers/</a></li> </ul>
<b>October 4</b>	<b>History as data/primary sources as data</b>
In class	<ul style="list-style-type: none"> <li>• Examples <ul style="list-style-type: none"> <li>○ <a href="#">Mason Family Papers: The Digital Edition</a> and spreadsheets</li> <li>○ <a href="#">Library of Virginia Collections Data</a> and the <a href="#">Freedmen's Contracts</a></li> <li>○ See also: Loyalist data; death certificates; Abby Mullen and Lincoln Mullen's datasets in RStudio</li> </ul> </li> </ul>
Reading due	1. Frederick W, Gibbs, " <a href="#">New Forms of History: Critiquing Data and its Representations</a> ," <i>The American Historian</i> (February 2016).
Assignment due	Discussion Board Post 5: Possible ways historians can represent primary sources into data. Consider the primary sources we have looked at already in this class as well as primary sources you have encountered in your own work. How might these primary sources be represented as data? What are the advantages of considering primary sources as data? What are Wickham's principles of tidy data? (400 words minimum)
<b>October 11</b>	<b>Spatial history</b>
In class	Tools <ul style="list-style-type: none"> <li>• Knightlab's <a href="#">TimelineJS</a> and <a href="#">StorymapJS</a></li> <li>• <a href="#">ArcGIS Storymaps</a></li> </ul> Examples <ul style="list-style-type: none"> <li>• Andy's Story and <a href="#">Black Lives Next Door</a></li> <li>• University of Richmond's Digital Scholarship Lab's <a href="#">Redlining Richmond</a></li> <li>• See also: John Kneebone and team's <a href="#">Mapping the Second Ku Klux Klan, 1915-1940</a>; Lincoln Mullen's <a href="#">The Spread of US Slavery, 1790-1860</a>; University of Richmond's Digital Scholarship Lab's <a href="#">Visualizing Emancipation</a></li> </ul>
Reading due	1. Richard White, " <a href="#">What is Spatial History?</a> " <i>Stanford University Spatial History Project</i> , February 1, 2010.
Assignment due	Creating a Tidy Data Set: Each student will submit their tidy dataset in Blackboard including a description of what choices you made in constructing the dataset and why you made those choices. Please explain the kinds of historical questions that can be answered using this data. (400 words minimum)
<b>October 18</b>	<b>Text analysis</b>
In class	Tools <ul style="list-style-type: none"> <li>• <a href="#">Bookworm</a></li> <li>• <a href="#">Google Ngram Viewer</a></li> <li>• <a href="#">Voyant</a></li> <li>• <a href="#">Constellate</a></li> </ul>

	<ul style="list-style-type: none"> <li>• <a href="#">ProQuest TDM Studio</a></li> </ul> <p>Examples</p> <ul style="list-style-type: none"> <li>• Robert Nelson's <a href="#">Mining the Dispatch</a></li> <li>• Lincoln Mullen's <a href="#">America's Public Bible</a></li> </ul>
Readings due	<ol style="list-style-type: none"> <li>1. Cameron Blevins, "Space, Nation, and the Triumph of Region: A View of the World from Houston," <i>Journal of American History</i> 101, no. 1 (June 2014): 122-147.</li> <li>2. Cameron Blevins, "<a href="#">Topic Modeling Martha Ballard's Diary</a>," April 1, 2010.</li> </ol>
Assignment due	<p>Timeline Assignment: This project is designed to help you demonstrate your ability to use visualization tools for telling historical stories. Using the site called "<a href="#">George Mason University: A History</a>" students will select a page that tells a distinct story such as "<a href="#">The Day Care Center Controversy</a>." Using the tool <a href="#">TimelineJS</a> students will create a timeline of the story that is described on the page. Better projects will include images from the site. Effective entries will include descriptions of an event that will likely be more than one sentence. Also, it will be useful to have at least five events which are significant to the telling the story on the timeline.</p>
<b>October 25</b>	<b>Network analysis</b>
In class	<p>Tools</p> <ul style="list-style-type: none"> <li>• <a href="#">Palladio</a></li> <li>• See also: <a href="#">Gephi</a> and <a href="#">Cytoscape</a></li> </ul> <p>Examples</p> <ul style="list-style-type: none"> <li>• <a href="#">Introduction</a>, Women of the Early Harlem Renaissance</li> <li>• Paula Findlen, Dan Edelstein, and Nicole Coleman's <a href="#">Mapping the Republic of Letters</a></li> <li>• Nicholas Jenkins, Elijah Meeks, and Scott Murray's <a href="#">Kindred Britain</a></li> <li>• Ryan Cordell and David Smith's <a href="#">Viral Texts: Mapping Networks of Reprinting in 19<sup>th</sup>-Century Newspapers and Magazines</a></li> </ul>
Readings due	<ol style="list-style-type: none"> <li>1. George Oberle, "Science, Skepticism and Societies: The Politics of Knowledge Creation in the Early Republic."</li> <li>2. Kieran Healy, "<a href="#">Using Metadata to Find Paul Revere</a>," June 9, 2013.</li> </ol>
<b>November 1</b>	<b>Start working on historic markers</b>
In class	<a href="#">Fairfax County History Commission Historical Highway Markers</a> and <a href="#">Storymap</a>
Readings due	<ol style="list-style-type: none"> <li>1. Dan Rosenzweig-Ziff, "<a href="#">'Silent Sentinel' Confederate Statue Removed From Outside Loudoun County Courthouse</a>," <i>Washington Post</i>, July 21, 2020.</li> <li>2. Michael S. Rosenwald, "<a href="#">After a Long Debate, Fredericksburg, Va., Finally Removes a Slave Auction Block from Downtown</a>," <i>Washington Post</i>, June 6, 2020. OR Nora McGreevy, "<a href="#">Fredericksburg's Slave Auction Block Will Be Moved to a Museum</a>," <i>Smithsonian Magazine</i>, September 30, 2020.</li> </ol>
Assignment due	Adding Items into Omeka: Add at least three items to the Historic Markers Omeka site.
<b>November 8</b>	<b>Individual meetings</b>
<b>November 15</b>	<b>Security and sustainability</b>
Readings due	<ol style="list-style-type: none"> <li>1. Dan Goodin, "<a href="#">Why passwords have never been weaker</a>," <i>Ars Technica</i>, August 20, 2012.</li> <li>2. Mat Honan, "<a href="#">How Apple and Amazon Security Flaws Led to My Epic Hacking</a>," <i>Wired</i>, August 6, 2012.</li> <li>3. Mat Honan, "<a href="#">How I Resurrected My Digital Life After an Epic Hacking</a>," <i>Wired</i>, August 17, 2012.</li> <li>4. Jennifer Howard, "<a href="#">Born Digital, Projects Need Attention to Survive</a>," <i>Chronicle of Higher Education</i>, January 6, 2014.</li> </ol>
<b>November 22</b>	<b>Individual meetings</b>

Assignment due	Draft of Historic Marker Research Package
<b>November 29</b>	
In class	Presentation on Historic Markers: This will be a celebration of your scholarship and accomplishments during the class. Students will be asked to share their findings by speaking for a maximum of three minutes.
Assignment due	Self-assessment: Reflect on the semester and the work you have done and write a blog post that communicates what you have specifically learned. We are particularly interested in how you feel you have improved in understanding how to use technology in your major. We would also like you to share what you have learned about history in the class. (400 words minimum)
<b>December 6</b>	
Assignment due	Final Historic Marker Research Package