

FALL 2017
Information and Culture: Principles in Digital Studies
Syllabus, Class Policy Statement, and Schedule

Instructor: Sarah Welsh
Unique number: 81690
Class Time and Place: TuTh 3:30-5, Parlin 104
E-mail: swelsh@utexas.edu
Course Website: <http://www.canvas.utexas.edu>
Office: Par 104A
Office hours: TuTh 5-6:30 and by appointment

I. COURSE DESCRIPTION

Information and Culture: Principles in Digital Studies, is an introduction to digital scholarship in the humanities. Students will explore a variety of perspectives on digital research methods including data collection and management, data visualization, network analysis, basic website building, mapping, and digital archival practices through hands-on workshops covering a wide spectrum of tools and digital technologies. No pre-requisites are required. The course will culminate in a final project that puts these explorations into practice.

II. COURSE GOALS & LEARNING OBJECTIVES

In this course, students will:

- explore a variety of perspectives on digital research and inquiry in the humanities, and will engage with a wide spectrum of tools in order to choose the most appropriate technology not only to facilitate different work in different situations, but also for their final projects.
- develop familiarity with a range of digital projects in the humanities, as well as the ability to evaluate the tools and methods involved in creating those projects
- become more thoughtful, critical, and reflective users of digital tools, technologies, and spaces by understanding that all technologies are complex, socially situated, and political tools through which humans make meaning

By the end of this course, students will be able to:

- critically discuss digital projects in light of current methods and theoretical approaches explain how such methods and practices are applied
- plan, develop, and evaluate a digital research project in a humanist context
- identify resources for digital humanities community and assistance at UT and beyond

III. FORMAT AND PROCEDURES

Course Readings

All course readings are available on Canvas <http://utexas.instructure.com>

Assignments

You will be graded on the following:

- A. Attendance and Participation: 10%
- B. Project Charter: 10%
- C. Annotated Bibliography: 15%
- D. Labs: 15%
- E. Weekly Blog Posts: 20%
- F. Final Project 30%

A. Attendance and Participation: 10%

This is a seminar-style course, so your attendance and participation in class are critical to your success in this course and to the success of the course as a whole. You should come to class prepared to participate in small group and class discussions.

Because the vast majority of the learning in this class will occur within the classroom, you are required to attend class regularly. Attendance will be taken during each class period. Absences will only be excused in situations following university policy (illness, religious holy days, participation in University activities at the request of university authorities, and compelling absences beyond your control) with proper documentation and timely notification (prior to class for non-emergencies).

Excessive tardiness may be considered as an unexcused absence.

Religious Holy Days: By UT Austin policy, you must notify me of your pending absence at least fourteen days prior to the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, I will give you an opportunity to complete the missed work within a reasonable time after the absence.

B. Project Charter: 10%

Students will write a short document that provides a plan for the final project.

C. Annotated Bibliography: 15%

Groups will be responsible for an annotated bibliography that cites sources relevant to the project proposed in your charter.

D. Labs: 15%

Every Thursday, students will have the opportunity to work with various digital tools and on their projects, and this will include small in-class assignments.

E. Weekly Blog Posts: 20%

Students must complete thoughtful weekly blog posts of 500 words each, due every Monday by noon on Canvas.

F. Final Project: 30%

Students will work in groups on a final digital project, which will be the bulk of the work in the class and thus the bulk of your grade.

GRADES

In order to receive a passing mark for the course, regardless of the student's performance on other assignments or total average of all the student's grades, all major assignments must be completed to the instructor's satisfaction.

Final grades will be determined on the following scale. Please note: To ensure fairness, all numbers are absolute, and will not be rounded up or down at any stage. For example, a B- will be inclusive of all scores of 80.0000 through 83.9999. The University does not recognize the grade of A+.

A=94-100

A-=90-93

B+=87-89

B=84-86

B-=80-83

C+=77-79

C=74-76

C-=70-73

D+=67-69

D=64-66

D-=60-63

F=0-60

In order to receive a passing mark for the course, regardless of the student's performance on other assignments or total average of all the student's grades, all major assignments must be completed to the instructor's satisfaction.

V. TENTATIVE COURSE CALENDAR

Tuesday	Blog Due Today	Thursday	Workshop
		Aug 31	Introduction: What is this class about? What will we be doing?
Sept 5	Choose a digital project and describe it in detail. What is it doing? What does the final product look like?	Sept 7	Critiquing and evaluating digital projects
Sept 12	Consider some of the data sets provided, what are some projects you might explore? What might be useful? To whom?	Sept 14	Exploring digital publishing platforms. Meet with research groups and talk project management.
Sept 19	Choose a few digital projects and identify the research question or questions (You may have to speculate). How is the project answering or attempting to answer those?	Sept 21	Library resources and research help. How to do an environmental scan.
Sept 26	Look at some grant proposals for digital projects. What are some of the moves they make? What are the important components? Is the one you chose successful? Why do you think so?	Sept 28	Meet with research groups and talk project management: assign roles.
Oct 3	Choose a digital archive housed at UT. If you were going to write a paper based on this archive, what kinds of stories would you be able to tell? What would you not be able to tell based on this	Oct 5	Digital archives: tools and methods

	archive? How might you remedy that?		
Oct 10	Pick a dataset from here: https://data.austintexas.gov/ , write a breakdown of what exactly it contains and how it might be used.	Oct 12	Exploring OpenRefine
Oct 17	Find a data visualization project and describe why it was used and how it might be picked up by someone else.	Oct 19	Data Visualization: Tools and Techniques
Oct 24	Select a mapping project from the list provided on Canvas. What does it reflect? What is it doing?	Oct 26	Introduction to mapping: ESRI, Google My Maps, and more.
Oct 31	Find two projects that use networks as a primary mode of inquiry. What are the findings? How specifically is the network model useful?	Nov 2	Networking: Tools and Techniques
Nov 7	Find some models for your final project - what might you want the actual page to look like and what do you need it to do?	Nov 9	Command Line and HTML.
Nov 14	Think about barriers and obstacles to sustaining/sustainable projects. Find some dead projects. What makes a project successful?	Nov 16	Writing a sustainability plan for your project
Nov 21	Write a blog post reflecting on the journey thus far and what still needs to be done	Nov 23	Thanksgiving Break: No Class
Nov 28	Write a project update: How is it going? Where is your group at?	Nov 30	Project work and troubleshooting
Dec 5	Final reflection on the project and process.	Dec 7	Final Presentations

SCHOLASTIC HONESTY

Turning in work that is not your own, or any other form of scholastic dishonesty, will result in a major course penalty, possibly failure of the course. This standard applies to all drafts and assignments, and a report of the incident will be submitted to the Office of the Dean of Students

and filed in your permanent UT record. Under certain circumstances, the Dean of Students will initiate proceedings to expel you from the University. So, take care to read and understand the Statement on Scholastic Responsibility, which can be found online at <http://www.utexas.edu/cola/depts/rhetoric/firstyearwriting/plagiarismcollusion.php>. If you have any doubts about your use of sources, ask your instructor for help before handing in the assignment.

STUDENTS WITH DISABILITIES

Any student with a documented disability who requires academic accommodations should contact Services for Students with Disabilities at 512-471-6259 (voice) or 1-866-329-3986 (video phone) as soon as possible to request an official letter outlining authorized accommodations. More information is available online at <http://ddce.utexas.edu/disability/>.

EMAIL ACCOUNTS

Email is an official means of communication at UT-Austin, and your instructor will use this medium to communicate class information. You are therefore required to obtain a UT email account and to check it daily. All students may claim an email address at no cost by going to <http://www.utexas.edu/its/utmail/>.

EMERGENCY INFORMATION

Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside.

Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building.

Students requiring assistance in evacuation shall inform their instructor in writing during the first week of class.

In the event of an evacuation, follow the instruction of faculty or class instructors.

Do not re-enter a building unless given instructions by the following: The University of Texas at Austin Police Department, or Fire Prevention Services office.

Information regarding emergency evacuation routes and emergency procedures can be found at <http://www.utexas.edu/emergency>.

PLAGIARISM AND COLLUSION

Statement on Scholastic Responsibility

The writing you do in the Department of Rhetoric and Writing (DRW) courses must be your own. Passing off the work of others as your own can be either plagiarism or collusion. Both are

scholastic offenses that the Department of Rhetoric and Writing will not tolerate. Be certain you understand what these terms mean.

This statement describes the acceptable and unacceptable forms of quoting and paraphrasing information in your written work and defines specific types of academic violations. Please read this statement carefully. Its detailed information can help you understand the need for documentation whenever you incorporate research into your papers. If parts of the statement are unclear, ask your instructor to explain them.

Plagiarism. The General Information Catalog of the University of Texas at Austin defines plagiarism as follows: "the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the submission of it as one's own academic work offered for credit."

You commit plagiarism if you fail to acknowledge the sources of any information in your paper that is not either common knowledge or personal knowledge. Common knowledge includes facts, dates, events, information, and concepts that belong generally to the educated public. Even if you used a reference book to discover the dates of George Washington's presidency, for example, you would not have to acknowledge the source because those dates fall into the range of historical common knowledge. If you borrowed material that interpreted or commented on Washington's presidency, however, you would be expected to cite your source. You can acknowledge a source through in-text citations, attribution lines (for example, "George Will observes in *Men at Work . . .*"), footnotes, or other forms of documentation approved by your instructor.

You commit plagiarism if you fail to acknowledge direct quotation either by using quotation marks when quoting short passages or indentation when quoting longer passages. Without the quotation marks or indentation, a passage copied directly from a source might be considered plagiarized even if it were followed by an in-text citation or a footnote: the citation or footnote acknowledges that you have a source but it does not indicate that you have borrowed someone else's exact words. If you use the language of a source, word-for-word, you must use quotation marks or block indentation.

You commit plagiarism if you too closely paraphrase the original words of your source. Some students think that they can avoid a charge of plagiarism by changing a few words in each sentence they copy, or by rearranging the shape of phrases or the order of sentences in a paragraph. This is not true. When you take notes, you must be careful to put ideas in your own words, or to use direct quotation when you are relying on phrases borrowed directly from a source.

You commit plagiarism if you borrow the ideas, examples, or structure of your source without acknowledging it. You can be guilty of plagiarism if you systematically borrow the ideas and organization of a source—even if the language of your piece is substantially original. A student who, for example, reports on a major news event by using exactly the same ideas in the same order as they appear in an article in *Time* or *Newsweek* might be accused of plagiarism.

You commit plagiarism if you take, buy, or receive a paper written by someone else and present it as your own.

You commit plagiarism if you use one paper for two different courses, or re-use a paper previously submitted for credit, without the prior approval of both instructors.

If you want to use words, ideas, or the structure of a selection such as the passage below from Harper's, you may do so correctly in two ways.

Medical costs will bankrupt this country if they continue on their current trajectory. And there are no data to demonstrate that improved management techniques will solve the problem. "Managed care" and "managed competition" might save money in the short run (though the examples of some other managed industries—such as the utilities and airlines do not inspire confidence). But the bulk of the savings achieved by Health Maintenance Organizations has been achieved by cutting back on expensive, unprofitable facilities such as burn centers, neonatal-intensive-care units, emergency rooms, and the like. In other words, HMOs conduct what amounts to a hidden form of health-care rationing—confident that municipal and university hospitals are still around to pick up the slack. (Gaylin 62)

From: Gaylin, Willard M.D. "Faulty Diagnosis: Why Clinton's Health-Care Plan Won't Cure What Ails Us." *Harper's* (Oct. 1993): 57-64.

You may quote from the passage directly, using appropriate citations and quotation marks, or (when the quotation is lengthy) indentation. For example:

Willard Gaylin, a professor of psychiatry at Columbia Medical School, maintains that "medical costs will bankrupt this country if they continue on their current trajectory. And there are no data to demonstrate that improved management techniques will solve the problem" (62).

You may report the information in your own words, acknowledging Gaylin as your source and using an in-text citation to indicate the location of the passage:

Doctor Gaylin, for instance, does not believe that the improved management techniques proposed by the Clinton administration will solve the problem of rising medical costs, because the cost-cutting measures followed by HMOs under the current system will not be feasible when all Americans belong to such health collectives (62).

You may not simply change a few words or phrases and call the material your own, even if you acknowledge a source. The following passage based on Gaylin's original would be considered plagiarism, with or without an in-text citation or footnote:

Medical expenses will ruin America if we stay on our current path. There is no evidence that better management techniques will fix the trouble. "Managed care" may save some money today, but the way things are we will still pay for expensive, unprofitable care tomorrow.

You may not call the work your own if you change the language in the original passage but closely follow its organization, ideas, and examples. Most instructors would consider the following passage too much like Gaylin's original to be considered acceptable as a student's work:

Our country will go broke if it follows on its current path. And there is no information that says we can get out of this mess through better management. HMOs are successful today because they leave the county and teaching hospitals to fund costly, unprofitable specialized care (Gaylin 62).

Collusion. The current General Information Catalog of the University of Texas at Austin defines collusion as follows: "the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty."

You commit collusion if you allow someone else to write your papers.

You also commit collusion if you allow someone else to edit your papers. It is

scholastically dishonest for students to employ tutors to correct, edit, or modify essays in any substantive way. The same reservations and restrictions apply, within reason, to any outside assistance you may receive from a parent, friend, roommate, or academic tutor. Any changes, deletions, rearrangements, additions, or corrections made in your essays should represent your own work. If you want assistance in a course beyond that which your instructor can offer in class or in office hours, you may use the DRW's Undergraduate Writing Center (UWC) in the FAC or remote locations or the Learning Skills Center (LSC) in Jester A332. Tutors at these facilities are trained to comment on essays and to offer advice without editing or rewriting papers.

PENALTIES: If you have any questions or doubts about the way you are employing sources or getting assistance in writing a given paper, consult your instructor before handing it in. The penalties for plagiarism or collusion can be severe. In all demonstrable cases of either offense, the DRW recommends that its instructors fail the student for the entire course, not just for the paper. However, the penalty in a given case is at the discretion of the individual instructor. Your instructor must discuss any charge of scholastic dishonesty directly with you and may also refer you to the Chair or Associate Chair of the Department of Rhetoric and Writing. In most instances, a plagiarism or collusion case is resolved either in the meeting between student and instructor, or between instructor, student, and Chair or Associate Chair. If it is not, a student has a right to a hearing before a designated University official and a right to make an appeal to the Office of the Dean of Students.