

HIS304 | SPRING 2022

DIGITAL PUBLIC HISTORY

COURSE BASICS 2

COURSE POLICIES 3

COURSE WORK 7

COURSE SCHEDULE 10

COURSE BASICS

HIS304 Digital Public History

T/Th 9:30-10:45am

HUM 126 and WPAC Computer Labs (See schedule)

Office Hours: T/Th 12:30-1:30; W 1-3; by appt

Humanities 215

jbeatty@ycp.edu

COURSE DESCRIPTION

Public Historians are now living and working in a digital age, and as such, must confront and engage in the theory and practices of digital public history. In the field of public history, historical learning is disseminated to a broader public through a wide variety of means. This course will expose students to a number of different kinds of digital public history work such as online museums and exhibits, archives, historical interpretation, and digital software and tools for historical research and interpretation. This course studies the theoretical, practical, and professional work of digital public history. Additionally, Digital Public History is grounded in project-based learning and is designated as a high-impact course. Students will perform original primary and secondary research and plan, design, and build a publicly accessible, born-digital public history project during the course of the semester.

COURSE OBJECTIVES

1. To introduce students to the theory, methodology, and practice of digital public history.
2. To provide students with the necessary tools to create works of digital public history.
3. To reinforce traditional methods of doing history, and engage students in primary research and secondary source readings.
4. To demonstrate the importance of the use of digital technology for the practice of history.

A note about our work this semester: Digital work can be exciting and fun; it can also be challenging and frustrating. You are not expected to perfect any of these skills this semester. You are, however, expected to try, to troubleshoot, and even to fail at these tasks (so long as you try and try again after that failure!). You are strongly encouraged to seek out solutions to challenges and roadblocks as you encounter them, either through online tutorials, help sections, Google searches, or even from advice from your classmates. Part of the learning experience, especially in this class, is doing your level best to find solutions to problems you encounter. Often, finding your own way through wrong answers and methods helps you remember the right ones best. Don't be afraid of failing or not understanding; so long as you are trying your hardest to find solutions to these challenges, you'll be on the right track!



COURSE POLICIES

Students will, above all, be respectful to each other and to the instructor. This course syllabus is subject to revision by the instructor.

Technology Policy

While York College recognizes students' need for educational and emergency-related technological devices such as laptops, mobile devices, cellular phones, etc., using them unethically or recreationally during class time is never appropriate. The College recognizes and supports faculty members' authority to regulate in their classrooms student use of all electronic devices.

Because our reading assignments are exclusively online, students are **strongly encouraged to bring a laptop or tablet for in-class work every day that there is required reading.** However, the use of laptops or tablets for inappropriate purposes (i.e., email, messaging, other coursework, internet browsing unrelated to the course) is not acceptable. During class, **all cell phone use is prohibited** (unless otherwise permitted explicitly by the instructor for classroom use or unless student has extenuating circumstances and is given express permission by the instructor to use phone). These devices should be **put away, silenced, and out of sight.** Violation of this technology

policy by use of laptops/tablets for non-classroom activity or any use of phone will adversely affect students' participation and, if egregious, attendance grades.

For Workshop days, we will be meeting in one of WPAC's computer labs, and therefore students will not be required to bring their devices during those sessions. However, if students are more comfortable working with their own devices, they may bring and use those instead (so long as the device has the capability of working with the program/platform assigned for that day).

Communication

York College recognizes the importance of effective communication in all disciplines and careers. Therefore, students are expected to competently analyze, synthesize, organize, and articulate course material in papers, examinations and presentations. In addition, students should know and use communication skills current to their field of study, recognize the need for revision as part of their writing process, and employ standard conventions of English usage in both writing and speaking. Students may be asked to further revise assignments that do not demonstrate effective use of these communication skills.

Students are responsible for checking their YCP email accounts, the Canvas site, and Perusall regularly. The instructor will communicate with students via email and announcements on the course website; it is imperative that students set up notifications and/or alerts (either via email or an app alert on your devices) of messages from Canvas. Please do not use your personal email account to email the instructor; instead, use your YCP email account when corresponding with the instructor. It is also advisable to email the instructor via the email client you use (Gmail in browser, Outlook, etc.) and do not send a message through Canvas—these messages do not directly forward to the instructor's email account.

Instructor Feedback

Unless otherwise notified by the instructor, students should expect feedback on all assignments within one week of handing in these assignments. Students should generally allow additional time when

late work is submitted, though the instructor will make every attempt to provide feedback within the week. Feedback will be made available online (including comments and grades).

Late Work Policy

All due dates are time-stamped on Canvas, and are expected to be submitted at that particular date and time. Late assignments can only receive up to half credit within 48 hours of the due date. One minute to 24 hours is the first day, and so on, after that. Workshop assignments are generally due by the end of the class session, but exceptions can be made on a class-wide or individual basis if necessary. Students may only make up in-class work with excused absences, and must arrange for handing those assignments in with the instructor ASAP. Extensions can be arranged for specific purposes on all assignments, but this must be done ahead of time. If there are extenuating circumstances (personal, health, etc.), these can be arranged as well. N.B. The final project **must** be submitted at least 2 days in advance of semester grades being due (date TBD, set by registrar).

Learning and Testing Accommodations

If you are a student with a disability in need of classroom accommodations and have not already registered with Linda Miller, Director of Student Accessibility Services, please contact her at 717-815-1785 or lmille18@ycp.edu to discuss policies and procedures related to disability services and to establish the accommodations for which you are eligible. Please contact your instructor ASAP to speak about how these accommodations can be applied to your work this semester.

Academic Integrity Policy

York College's mission statement stipulates that strict adherence to principles of academic honesty is expected of all students. Therefore, academic dishonesty will not be tolerated at York College. Academic dishonesty refers to actions such as, but not limited to, cheating, plagiarism, fabricating research, falsifying academic documents, etc., and includes all situations where students make use of the work of others and claim such work as their own. When a faculty member believes a student has committed an act of academic dishonesty, the

faculty member must inform the student in writing and then has ten business days from that written notification to the student to report the incident to the Dean of Academic Affairs and the Department Chair. Documentation related to instances of academic dishonesty will be kept on file in the student's permanent record. If the academic dishonesty is the student's first offense, **the faculty member will have the discretion to decide on a suitable sanction up to a grade of 0 for the course.** Students are not permitted to withdraw from a course in which they have been accused of academic dishonesty.

Students who believe they have been unjustly charged or sanctioned (in cases involving a first offense) must discuss the situation with the faculty member and have 10 business days thereafter to submit an appeal to Student Welfare Committee through the Dean of Academic Affairs. If an appeal is filed, the Student Welfare Committee will then conduct a hearing to review the charge and/or sanction. In cases of a first offense, the faculty member may request that the Student Welfare Committee conduct a hearing and decide on the sanction, which can involve academic suspension or dismissal from the College, if the faculty member believes the offense to be of an extremely egregious nature. If the Dean of Academic Affairs determines that the academic dishonesty is the student's second offense, the Dean will provide written notification to the student, the faculty member, and the Department Chair. The Student Welfare Committee will automatically conduct a hearing to review the charge and decide on an appropriate sanction, which will involve academic suspension or dismissal from the College. Students who believe the Student Welfare Committee has unjustly sanctioned them may submit a written appeal to the Dean of Academic Affairs within 72 hours of receiving notification of the Student Welfare Committee's sanction. Students are encouraged to communicate with the instructor if they have questions about this policy or whether their work violates this policy (in advance of the due date).

Materials defining plagiarism will be provided on the Canvas page. Students are expected to review these materials and contact the instructor if they have any questions. **A lack of communication with the instructor implies an understanding of the course plagiarism policies.**

COURSE WORK

Attendance and Participation (75 Points)

Students' attendance in class is mandatory, and is essential to success in this course. Attendance includes not just your physical presence in class, but also your mental presence as well; being focused on the class discussion, listening to your peers and to the instructor, and being actively engaged in each class session is necessary for a strong attendance grade. Students who are regularly late, absent, or otherwise distracted (on phone, etc.) will receive attendance penalties, even when they are physically attending class. Students are permitted two absences (no questions asked) without penalty to their grade; after that, students will begin to incur a grade penalty. In-class participation is even more essential to success in this course. Students will earn their discussion grade by thinking critically about the reading, coming to class with ideas and questions for discussion, and participate actively in the conversation.

Perusall (50 Points)

This semester, our reading activity will be conducted exclusively on an online platform called Perusall. All assigned readings will be free and available there for students.

Additionally, Perusall enables conversations on the readings themselves. Therefore, your reading and engagement with the reading from Perusall will be graded. Perusall grades include the time spent engaged with the reading, your comments and questions on the content, your conversations with each other, your reactions, and any other links you may see between the history, our current world, or other classes you are taking. Information about how Perusall grades these readings and the most important elements of these assignments is available on Canvas. Reading and comments are **due by midnight the night before they are listed on the course schedule.**

DPH Pecha Kucha Presentation (40 Points)

Students will work in small groups to present a free, open access DPH platform or program to the class in Pecha Kucha format. Students may choose which platform/program and classmates with whom they'd like to

Discussion Posts & Response Comments (45 Pts)

Throughout the semester, students will answer **three of five** discussion prompts on Canvas. Students are free to choose which three of the five they will answer. Additionally, for prompts that students do not answer, they are required to comment on **all posts** made by other students. Discussion posts should be 250-500 words and must directly engage with the substance of the assigned readings; posts are due by 8pm the night before class sessions. Discussion posts will be graded out of 10 points each. Comments/replies to peers' posts should be **substantive** and engage with the specifics of the posts. Comments are due before class begins. Comments will be graded out of 5 points each.

DPH Project Evaluations (25 Points)

Students will write a brief evaluations over the course of the semester evaluating a digital public history project of their choosing (must be approved by instructor). These evaluations should follow the standards discussed and established in class discussion on February 22. Evaluations must be posted on Canvas, anytime between the February 22 discussion and May 5 at 9:30AM. Evaluations should be 500-750 words in length, and explicitly engage with the substance of assigned readings and class discussions.

Workshop Assignments (90 Points)

Five class sessions this semester will be dedicated to working with digital tools and platforms. These workshops will include pre-class prep work (assigned on course schedule) and an in-class activity utilizing that pre-class prep work. Workshop assignments are generally due by the end of the class session, but exceptions can be made on a class-wide or individual basis if necessary.

Final Project (100 Points)

A significant portion of students' semester grades will be comprised of work towards the final group project: an online archive and exhibit featuring the as-of-yet undigitized collections of York County's Rail-to-Trail project. Over the course of the semester, students will complete related reading and research, along with digitization of original source material and planning and execution of an accessible, online project geared towards members of the York community that will coincide with the upcoming opening of a portion of the Rail Trail. Students will combine the skills and understanding they gain over the semester to create this project together, working as a group. Students must keep a g

regular journal (via Canvas submissions) detailing the work they complete over the course of the semester (see course schedule for due dates), and participate actively in the creation of the project. Students will be graded on their individual work in and contributions to the group project.

Semester Grade Breakdown

| | |
|-------------------------------|------------------------------|
| 4: 90%, 383-425 Points | 2: 70-74.9%, 298-318 Points |
| 3.5: 85-89%, 362-382 Points | 1: 65-69.9%, 276-297 Points |
| 3: 80-84.9%, 340-361 Points | 0: Below 65%, Below 2 Points |
| 2.5: 75-79.9%, 319-339 Points | |

COURSE SCHEDULE

Thursday, January 27, 2022: Introduction

- Read: Syllabus

Tuesday, February 1, 2022: Guest Speaker

- Please arrive five minutes early to class.

Thursday, February 3, 2022: Defining Digital and Public History

- Read: Sam Weinberg, "Thinking Like a Historian"; Weible, "Defining Public History: Is it Possible? Is It Necessary?"; Seefeldt and Thomas, "What Is Digital History?"; Kramer, "Toward a Definition of Digital Public History"; Cohen and Rosenzweig, "Introduction" and "Exploring the History Web"
- In-Class: Pecha Kucha Sign-Up
- Due: Discussion Post #1 (by February 2 at 8PM); Discussion Post Comments #1 (by February 3 at 9:30AM)

Tuesday, February 8, 2022: Guest Speaker

- Please arrive five minutes early to class.

Thursday, February 10, 2022: HTML/CSS Basics Workshop (Meet in WPAC 187)

- Pre-Class Prep Work: Create a free CodeCamp Account (link available on Canvas). Complete "Basic HTML and HTML 5" and "Basic CSS" programs. Post completion certificates by the time class begins.
- In-Class: Workshop assignment #1

Tuesday, February 15, 2022: Physical v. Digital Exhibits

- Read: Wyman, Smith, Meyers, and Godfrey, "Digital Storytelling in Museums: Observations and Best Practices"; Owens, "What do you mean by Archive?"; Cohen and Rosenzweig, "Preserving Digital History"; Rosenzweig, "Scarcity or Abundance?"; Cohen, "The Future of Preserving the Past" (**N.B. more on next page**)





- Skim Cohen and Rosenzweig, "Collecting History Online" on Canvas
- Due: Discussion Post #2 (by February 14 at 8PM); Discussion Post Comments #2 (by February 15 at 9:30AM)

Thursday, February 17, 2022: Final Project Introduction with York County Rail Trail Authority

- Please arrive five minutes early to class.

Tuesday, February 22, 2022: Evaluating Digital Public History Projects

- Read: AHA Guidelines for the Professional Evaluation of Digital Scholarship by Historians"; Presner, "How to Evaluate Digital Scholarship"
- Pecha Kucha #1: HistoryPin

Thursday, February 24, 2022: Omeka Workshop (Meet in WPAC 187)

- Pre-Class Prep Work:
- Read Introduction, Metadata sections of NARA's Technical Guidelines for Digitizing Archival Materials for Electronic Access; Posner, "Up and Running with Omeka.net," available; Miriam Posner and Megan Brett, "Creating an Omeka Exhibit"; "Working With Dublin Core"
- Create a free trial account on Omeka.net (link on Canvas)
- Assemble a digital collection of files that you own (at least twenty) and upload them in a Google Drive folder to access during class
- In-Class: Workshop assignment #2

Tuesday, March 1, 2022: DPH's Audience, and Audience as Practitioners of Public History

- Read: Cohen and Rosenzweig, "Building an Audience"; Rosenzweig, "Can History Be Open Source?"; Causer and Wallace, "Building a Volunteer Community"; Frankle, "More Crowdsourced Scholarship"
- Due: Discussion Post #3 (by February 28 at 8PM); Discussion Post Comments #3 (by March 1 at 9:30AM)



Thursday, March 3, 2022: Scalar Workshop (Meet in WPAC 187)

- Pre-Class Prep Work: Create a free Scalar account (link on Canvas); Complete the "Getting Started" Tutorial (link on Canvas)
- In Class: Workshop assignment #3

Tuesday, March 8, 2022: Accessibility and Sustainability of DPH Projects

- Read: Cohen and Rosenzweig, "Owning the Past"
- Skim: Peter Suber, Open Access
- Explore and Review: Creative Commons Licenses: <https://creativecommons.org/licenses/>
- Due: Discussion Post #4 (by March 7 at 8PM); Discussion Post Comments #4 (by March 8 at 9:30AM)
- Pecha Kucha #2: Curatescape

Thursday, March 10, 2022: No Class; "Winter Vacation"

Tuesday, March 15, 2022: Creating Community and Doing Oral History in the Digital Age

- Read: Frisch, "Oral History and the Digital Revolution: Toward a Post-Documentary Sensibility"; Tebeau, "Listening to the City: Oral History and Place in the Digital Era"; Gutterman, "OutHistory.org: An Experiment in LGBTQ Community HistoryMaking"; OHA Ethical Guidelines; Daugherty, "Who Owns Oral History?"
- Due: Discussion Post #5 (by March 14 at 8PM); Discussion Post Comments #5 (by March 15 at 9:30AM)

Thursday, March 17, 2022: Final Project Work Day: Planning, Assigning Roles/Tasks/SubGroups

- N.B. if you are absent, you may be assigned to a group

Tuesday, March 22, 2022: Design

- Read: Owens, "Becoming Digital Public Historians"; Krug, "How we really use the web"; Cohen and Rosenzweig, "Designing for the History Web"; **(N.B. More on next page)**



- Read, continued: Zeldman, "Understanding Web Design"; Babich, "Responsive Web Design Tutorial and Best Practices"
- Pecha Kucha #3: Neatline

Thursday, March 24, 2022: Photoshop Workshop (Meet in WPAC 184)

- Pre-Class Prep Work: Work through certain Photoshop tutorials (links available on Canvas) using any photo of your choosing; if you do not have Photoshop installed on your computer, you can access it via one of the on-campus computers.
- Submit your photos (original and altered) on Canvas by the time class begins.
- Choose a historical (preferably black and white) photograph from The Digital Public Library of America or the Library of Congress Prints and Photographs and have the link/file ready for class.
- In Class: Workshop assignment #4

Tuesday, March 29, 2022: Social Media and Public History

- Read: Allen-Greil et al., "Social Media and Organizational Change"; "Managing Social Media, Doing Public History"
- Pecha Kucha #4: TimeMapper

Thursday, March 31, 2022: Building a Social Media and Web Presence Workshop (Meet in WPAC 187)

- Pre-Class Prep Work: Read Posner, Varner, & Coxall, "Creating your web presence"; Cox Richardson, "Should Historians Use Twitter? Pt 1"
- In Class: Workshop assignment #5

Tuesday, April 5, 2022: Mapping Digital Public History

- Read: White, "What is Spatial History?"; Gregory and Healy, "Historical GIS: Structuring, Mapping, and Analysing Geographies of the Past"
- Explore: Ayers and Nesbit, "Seeing Emancipation: Scale and Freedom in the American South" (link on Canvas)



Thursday, April 7, 2022: Mapping Workshop (Meet in WPAC 187)

- Pre-Class Prep Work: TBD
- In Class: Workshop assignment #6

Tuesday, April 12, 2022: Gaming as Public History

- Read: Mir & Owens, "Modeling Indigenous Peoples: Unpacking Ideology in Sid Meier's Colonization"; Zucconi et al, "Pox and the City"
- Choose and sign up for one article from the JDH Spring 2012 Special Section on Gaming (link to journal and sign-up sheet on Canvas). Be prepared to briefly summarize your article to the class.
- Play at least two of the games linked on Canvas.

Thursday, April 14, 2022: Final Project: Organization, Logistics, Planning

- Read: Laja, "Website Information Architecture: How to Optimize for UX"; Morgan, "How to get a digital humanities project off the ground"
- N.B. if you are absent, you may be assigned to particular tasks

Tuesday, April 19, 2022: Final Project Group Work (Meet in WPAC 184)

- Due: Out-of-class work log (including hours spent on each task, specifics of work completed, work left to be completed)

Thursday, April 21, 2022: Final Project Group Work (Meet in WPAC 184)

- Due: Out-of-class work log (including hours spent on each task, specifics of work completed, work left to be completed)

Tuesday, April 26, 2022: Final Project Group Work (Meet in WPAC 184)

- Due: Out-of-class work log (including hours spent on each task, specifics of work completed, work left to be completed)



Thursday, April 28, 2022: Final Project Group Work (Meet in WPAC 184)

- Due: Out-of-class work log (including hours spent on each tasks, specifics of work completed, work left to be completed)

Tuesday, May 3, 2022: Final Project Group Work (Meet in WPAC 184)

- Due: Out-of-class work log (including hours spent on each tasks, specifics of work completed, work left to be completed)

Thursday, May 5, 2022: Final Project Group Work (Meet in WPAC 184)

- Due: Out-of-class work log (including hours spent on each tasks, specifics of work completed, work left to be completed); DPH Project Evaluation final deadline at 9:30AM

Final Project Due Date: TBD