IH 206 Methods and Research
Digital Humanities Data Curation and Dissemination
(4.0 Credit Hours)

Instructor: Nicola Lercari
Class Locations and Time: M 12:00 – 2:45pm CLSSRM 270
Office Hours: M 3:00 – 4:00pm COB2 212 (or by appointment)
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Course Description

In this graduate course, students will explore a broad spectrum of methods and practical approaches to community-engaged scholarship and digital humanities including archive research, digital data management and curation, and public dissemination. Students will study the principles and best-practices of community-engaged scholarship—an approach to research that is based on mutual benefit accruing to community and academic collaborators. Students will explore how community engagement can inform roles and responsibilities at all stages of research design and dissemination. In collaboration with community partners already identified for this course, students will apply digital humanities methods learned to short-term research project(s). By acquiring specialized competencies in historic preservation, humanistic data science, digital data curation for archives and museum collections, students will investigate Cultural Preservation and Social Change in the San Joaquin Valley and Sierra Nevada Foothills. Specific research project(s), skill building, and dissemination strategies to be determined in collaboration with community stakeholders, graduate students and faculty.

I. Course Goals and Outcomes:

Course Goals: This course is intended to instruct students in a specialized set of interdisciplinary methods and research skills that will directly inform and benefit their own research. Building upon knowledge and proficiencies acquired in other graduate courses, students will engage in theoretical discussions, applied research, and team work activities customized for their own discipline and professional objectives. An important goal is the comprehension of different digital humanities approaches to the study of past and present cultures, in particular, the role of data science (e.g. big data, computing, data analysis, visualization), digital data curation, and public dissemination in regards to humanities and humanistic social sciences research.

Learning Outcomes and Topics:

By the end of the seminar through weekly presentations, in-class discussions, written reflections on readings, domain expert-led workshops, and final project design paper students will:
1. Develop awareness of the rich natural and cultural heritage of the Joaquin Valley and Sierra Nevada Foothill regions and of their many untold histories.
2. Connect interdisciplinary methods in the digital humanities to your own research.
3. Become proficient in specialized digital humanities software and tools.

4. Familiarize with institutional, faculty, and disciplinary ways that universities and scholars are advancing community engagement.
5. Demonstrate ability to develop a collaborative community-engaged research project.
6. Gain practice in teamwork and collaborative research.

II. Format and Procedures:

This course is structured as a seminar/workshop once a week for 3 hours. Each module requires the completion of weekly assignments (readings and/or homework assignments) and participation in topic-based seminars and workshops.

The first part of the course will be organized in modules as follows:
Module 1. Intro to Community-engaged Scholarship (CES) + CES methods (3 weeks);
Module 2. Intro to Digital Humanities (1 week);
Module 3. Humanities Data Science methods (2 weeks);
Module 4. Digital Data Curation methods (4 weeks).
Module 5. Local History/Heritage, Archive, and Museum methods (3 weeks);

The final part of the course will engage students with the design of a community-engaged research project and planning for public dissemination of the results in the following year.
Module 6. Research Design (2 weeks).

III. Course Requirements:

Attendance, seminar and workshop participation are required. Complete assigned readings, writing responses, group preliminary research design document, individual final report, and group final research design document on time.

1. Come to class/workshops prepared to participate.

This is a small classroom environment with collaborative learning opportunities. Therefore, it is very important that you attend class on time and are prepared to engage with materials/software and your peers/instructors. Your performance in seminar discussion and workshops has ramifications for our whole intellectual community and for your career beyond the classroom. To participate successfully, you must be consistently involved in all aspects of class, which means that you attend class every week, complete reading and writing when it is assigned, and actively join in insightful discussion of course concepts and actively engage with workshop methods.

Your active participation in seminars and workshops is expected to enhance and enrich discussion and intellectual exchange with your peers and instructors.

2. Complete all assigned readings before class and engage in discussion.

It is okay to come to class without having understood everything you have read. It is ok learning new workshop methods and techniques at your own pace. One of the best ways to actively learn in class is to draw attention to something that you find confusing and to request clarification of it. Workshops instructors will be more than happy to go over methods and follow up with you after class.

Tips:

- Be specific and focus on particular passages and concepts from the readings.
- Keep your remarks succinct so that all students can join the conversation.
- Behave in accordance with the UC Merced Principles of Community.
- Assume that everybody is acting with an open mind and in good faith.
- Identify what you do not know and rethink your convictions when appropriate.
- Ask questions that enhance dialogue and deepen understanding.
- Make examples that help others link interdisciplinary methods to disciplinary knowledge.

3. Turn in completed writing responses, workshop assignments, group preliminary research design document, final individual report, and group final research design document on time.

A writing response is a semi-formal one-page (max.) piece of writing comprised of complete sentences and clear paragraphs, organized around a logical structure. It is intended to help you establish the habit of putting your thoughts in writing every time you read something in graduate school. You may want to focus on a significant concept from the reading/s that is of special interest to you, or to make comments that illuminate the work as a whole. Describe how the point you are making relates to the themes of the course and to your own research interests. Your paper may involve some summary of the readings, but it should also make an interpretive point. Writing responses will be graded ✓ (100%), ✓+ (110%), ✓- (90%) on the basis of effort and timely submission. These papers will be due on CatCourses no later than Sunday at 5:00 PM so that your instructor has time to review them before class. Since your papers are intended to inform class discussion, no late work will be accepted.

Workshops are method-intensive classes that focus especially on techniques and skills in a particular field. A series of workshops—led by domain experts—have been scheduled for this class. Workshop instructors will assign readings to complete before class and additional homework. Workshop assignments will be graded Complete/Incomplete on the basis of effort and timely submission. Make sure to check CatCourses and attend workshops to receive instructions.

A group preliminary research design document is a formal four-page (max.) piece of writing that outlines the tentative title, topic, abstract, timeline, research methods, public dissemination strategy, bibliography, and resource needs for your project. To allow for consultation with and feedback by community partners, this paper will be due on CatCourses by Week 10. Group preliminary research design documents will be graded Complete/Incomplete on the basis of collective effort and timely submission. Check CatCourses for more detail.

A final individual report is a semi-formal four-page (max.) piece of writing that describes in detail your contribution to your group's Final Research Project Proposal and how you completed all the tasks that were assigned to you. This document is intended to help your professor assess and grade your individual commitment to your Group Final Research Project Proposal. Final individual reports will be graded Complete/Incomplete on the basis of individual effort and timely submission. Check CatCourses for more detail.

A group final research project proposal is a formal 25-30-page piece of writing that describe in detail your group's design of a community-engaged research project proposal on a topic of interest to your group members and community members/organizations partnering with you. This document will expand on your Group Preliminary Research Design Document, addressing feedback received from community partners and further developing your dissemination strategies and goals. This document will serve as a white paper for research to be conducted the following year by Luce Foundation Fellows, community members, and UCM faculty. Group final research project proposals will be graded Complete/Incomplete on the basis of collective effort and timely submission. Check CatCourses for more detail.

4. Engage in Seminar Leadership.
Students will rotate seminar leadership so that each student has the opportunity to lead or co-lead at least a seminar discussion. Find more detail on how to approach assigned readings that can aid our seminar discussions on the last page of the syllabus.

IV. Grading Procedures:

1. Attendance, Seminar/Workshop Participation   20%
2. Writing Responses   20%
3. Seminar Leadership   20%
4. Group Preliminary Research Design Document   10%
5. Group Final Research Project Proposal   30%
6. Group Final Presentation   5%
7. Final Individual Report   5%

V. Academic Integrity:

Each student in this course is expected to abide by the University of California, Merced's Academic Honesty Policy. Any work submitted by a student in this course for academic credit will be the student's own work. Use of any outside   resources, including the assigned readings, must be cited according to provided citation guidelines.

Students are encouraged to study together and discuss information and concepts covered in lecture and lab, however this permissible cooperation should never involve one student possessing a copy of all or part of work done by someone else. Should copying occur, both the student who copied work from another student and the student who gave material to be copied will automatically receive a zero for the assignment. Penalty for violation of this Policy can also be extended to include failure of the course and University disciplinary action.

VI. Accommodations for Students with Disabilities:

The University of California, Merced is committed to ensuring equal academic opportunities and inclusion for students with disabilities based on the principles of independent living, accessible universal design and diversity. I am available to discuss appropriate academic accommodations that may be required for student with disabilities. Requests for academic accommodations are to be made during the first three weeks of the semester, except for unusual circumstances. Students are encouraged to register with Disability Services Center to verify their eligibility for appropriate accommodations.

VII. Academic Calendar 2018-2019

Fall 2018: Wednesday, August 15 - Friday, December 14
University Holidays (No Classes Held):
Monday, September 3 (Labor Day)
Monday, November 12 (Veterans Day)
Wednesday, November 21 (Non-Instructional Day)
Thursday, November 22 - Friday, November 23 (Thanksgiving Holiday)

VIII. Deadlines

Last Day to Add/Drop Courses: Wednesday, September 12 (at 4:00 PM)
Final Grade Deadline: Tuesday, December 18 (Noon)

Petition Information: If a student misses the deadline for any of the above, he/she may submit a Petition of Academic Policy for Dean's review. In order to complete the Petition process, the student may ask his/her instructor for a statement of support to attach to the Petition of Academic Policy. This statement should include:
- Confirmation of attendance,
- The start and/or end dates of course participation, and
- Any other information regarding the student's situation.

Please see http://registrar.ucmerced.edu/policies for more information on UCM policies.

IX. Reading List

Most of the readings for this course are freely available online via UCM Library or CatCourses. Off-campus access to UCM Library requires a VPN connection. Please find more information on remote access to UCM Library at http://it.ucmerced.edu/vpn/

You will also be provided with an online discussion platform on CatCourses in which you can share comments, ideas and reflections with your peers and professor.

Pre-Reading (due by 8/27/18)

Lercari, Nicola, Marieka Arksey, Christopher Caskey, Monty Thornburg, and Robin DeLugan. 2018. "California Gold Country's Digital Heritage: Innovations in Community Engaged Research and Training." Collaborations: A Journal of Community-Based Research and Practice 2 (1). https://scholarlyrepository.miami.edu/collaborations/. Free download available via CatCourses.

Module 1. Intro to Community-engaged Scholarship (CES) + CES methods (3 weeks)

Selected chapters from: Fitzgerald, Hiram E, Cathy Burack, and Sarena D Seifer. 2012. Handbook of Engaged Scholarship. East Lansing: Michigan State University Press.

(Volume 1) - Online access and chapter free download available via UCM/World Cat Library at https://ebookcentral.proquest.com/lib/ucm/detail.action?docID=3338158

- In Part 1: "Engaged Scholarship: From Historical Roots to Contemporary Challenges", Chris R. Glass & Hiram E. Fitzgerald, pp. 9-24

- In Part 4: "Professional Development for Emerging Engaged Scholars", Diane M. Doberneck, Robert E. Brown & Angela E. Allen, pp. 391-409

(Volume 2) - <u>Online access and chapter free download available via UCM/WorldCat Library at</u> <u>https://ebookcentral.proquest.com/lib/ucm/detail.action?docID=3338177</u>

- In Part 3: "From Community-Based Participatory Research to Policy Change", Meredith Minkler and Nicholas Freudenberg, pp. 275-294

- In Part 5: "Coming to Engagement: Critical Reflection and Transformation", Frank A. Fear, pp. 479-492

Selected chapters from: Atalay, Sonya. 2012. Community-Based Archaeology: Research with, by, and for Indigenous and Local Communities. Berkeley: University of California Press. <u>Online access and chapter free download available via UCM/WorldCat at</u> <u>https://ebookcentral.proquest.com/lib/ucm/detail.action?docID=962591</u>

- Chapter 3: Guiding Principles of Community-Based Participatory Research

- Chapter 4: Connecting with Community Research Partners

- Chapter 5: Building a Strong Foundation

DeLugan, Robin Maria, Stergios Roussos, and Geneva Skram. 2014. "Linking Academic and Community Guidelines for Community-Engaged Scholarship." Journal of Higher Education Outreach and Engagement 18 (1): 155–168. <u>http://openjournals.libs.uga.edu/index.php/jheoe/article/view/1181</u>

Jay, Gregory. 2010. "The Engaged Humanities: Principles and Practices of Public Scholarship and Teaching." Imagining America, April. <u>Online access and chapter free download available at</u> <u>http://surface.syr.edu/ia/15</u>

Module 2. Intro to Digital Humanities (1 week)

Selected chapters from: Schreibman, Susan, Ray Siemens, and John Unsworth. 2016. *A New Companion to Digital Humanities*. New York, UNITED KINGDOM: John Wiley & Sons, Incorporated. <u>Online access and chapter free download available via UCM/WorldCat at</u> <u>http://ebookcentral.proquest.com/lib/ucm/detail.action?docID=4093339</u>.

- In Part II: Ch. 5 "Becoming Interdisciplinary", pp. 102-113

Selected chapters from: Burdick, Anne, Johanna Drucker, Peter Lunenfeld, Todd Presner, and Jeffrey Schnapp. 2013. Digital_Humanities. New Media and Digital Humanities. Cambridge: MIT Press. https://mitpress.mit.edu/books/digitalhumanities. <u>Online access and chapter free download available via UCM/WorldCat at</u> <u>http://site.ebrary.com/lib/ucmerced/detail.action?docID=10629477</u>

- A Short Guide to Digital_Humanities

- Chapter 1: Humanities to Digital Humanities

- Chapter 2: Emerging Methods and Genres

Kroger, Lisa, and Todd Presner. 2013. *Digital Humanities Manifesto 2.0*. Online access and free download at <u>http://www.humanitiesblast.com/manifesto/Manifesto_V2.pdf</u>.

Boot, Peter. 2015. "Distant Reading. Franco Moretti." *Digital Scholarship in the Humanities* 30 (1): 152–54. Online access and PDF download via UCM/Oxford Academic at https://doi.org/10.1093/llc/fqu010.

Selected chapters from: Moretti, Franco. 2013. Distant Reading. London; New York: Verso. Download available via CatCourses
- Network Theory, Plot Analysis

DH project example for seminars leaders to examine (related to Franco Moretti and text/network analysis):
- Mapping the Republic of Letters. http://republicofletters.stanford.edu/casestudies/index.html
- Francis Bacon Network http://www.sixdegreesoffrancisbacon.com/?ids=10000473&min_confidence=60&type=network

Champion, Erik Malcolm. 2017. "Digital Humanities Is Text Heavy, Visualization Light, and Simulation Poor." *Digital Scholarship in the Humanities* 32 (suppl_1): i25–32. https://doi.org/10.1093/llc/fqw053. Free download available via Oxford Academic at https://academic.oup.com/dsh/article/32/suppl_1/i25/2957402

EDUCAUSE Review Online. 2015. "The Digital Humanities Are Alive and Well and Blooming: Now What?" EDUCAUSE Review Online, 2015–07. Free download available via CatCourses.

Module 3. Humanities Data Science methods (2 weeks);

Selected chapters from: Pierson, Lillian. 2017. *Data Science for Dummies.* Somerset: John Wiley & Sons, Incorporated. https://ebookcentral.proquest.com/lib/ucm/detail.action?docID=4812516.
- Part 1:
  - Ch. 1 "Getting Started with Data Science", pp. 7-16.
  - Ch. 2 "Exploring Data Engineering Pipelines and Infrastructure", pp. 17-22

Selected chapters from: Schreibman, Susan, Ray Siemens, and John Unsworth. 2016. *A New Companion to Digital Humanities*. New York, UNITED KINGDOM: John Wiley & Sons, Incorporated. Online access and chapter free download available via UCM/WorldCat at http://ebookcentral.proquest.com/lib/ucm/detail.action?docID=4093339.
- In Part III: Ch. 1 "Data Modeling", pp. 280-289

Moretti, Franco. 2007. *Graphs, Maps, Trees: Abstract Models for a Literary History*. London; New York: Verso. http://hdl.handle.net/2027/heb.08911. (entire book).

Schöch, Christof. 2013. "Big? Smart? Clean? Messy? Data in the Humanities?" Journal of Digital Humanities 2 (3): 2–13. Free download available at https://hal.archives-ouvertes.fr/hal-00920254/document or via CatCourses.

Wang, Tricia. 2016. "Why Big Data Needs Thick Data." Ethnography Matters (blog). January 20, 2016. Online access available at https://medium.com/ethnography-matters/why-big-data-needs-thick-data-b4b3e75e3d7

Module 4. Digital Data Curation methods (4 weeks).

Antes, Alison L, Heidi A Walsh, Michelle Strait, Cynthia R Hudson-Vitale, and James M DuBois. 2018. "Examining Data Repository Guidelines for Qualitative Data Sharing." Journal of Empirical Research on Human Research Ethics Journal of Empirical Research on Human Research Ethics 13 (1): 61–73.

Goodman, Alyssa, Alberto Pepe, Alexander W. Blocker, Christine L. Borgman, Kyle Cranmer, Merce Crosas, Rosanne Di Stefano, et al. 2014. "Ten Simple Rules for the Care and Feeding of Scientific Data." Edited by Philip E. Bourne. PLoS Computational Biology 10 (4): e1003542. https://doi.org/10.1371/journal.pcbi.1003542. Free download available via UCM Library/PLOS at http://journals.plos.org/ploscompbiol/article?id=10.1371/journal.pcbi.1003542

R. Elizabeth Griffin, "When Are Old Data New Data?," *GeoResJ* 6 (June 2015): 92–97, https://doi.org/10.1016/j.grj.2015.02.004. Online access and chapter free download available via UCM/ScienceDirect database at https://www.sciencedirect.com/science/article/pii/S2214242815000121 https://doi.org/10.1177/1556264617744121. Free download available via UCM Library/SAGE at http://journals.sagepub.com/doi/full/10.1177/1556264617744121

National Academies (U.S.), and Committee on the Future Career Opportunities and Educational Requirements for Digital Curation. 2015. Preparing the Workforce for Digital Curation. http://public.eblib.com/choice/publicfullrecord.aspx?p=3439683. Online access and chapter free download available via UCM/WorldCat Library at https://ebookcentral.proquest.com/lib/ucm/detail.action?docID=3439683

Muñoz, Trevor. 2013. "Data Curation as Publishing for the Digital Humanities." Journal of Digital Humanities 2 (3): 14–22. Free download available at http://journalofdigitalhumanities.org/2-3/data-curation-as-publishing-for-the-digital-humanities/ or via CatCourses.

Piwowar, Heather A., Roger S. Day, and Douglas B. Fridsma. 2007. "Sharing Detailed Research Data Is Associated with Increased Citation Rate." PLOS ONE 2 (3): e308. Free download available via UCM Library/PLOS at https://doi.org/10.1371/journal.pone.0000308

Piwowar, Heather A., and Todd J. Vision. 2013. "Data Reuse and the Open Data Citation Advantage." PeerJ 1 (October): e175. Free download available at https://doi.org/10.7717/peerj.175.

Tenopir, Carol, Elizabeth D. Dalton, Suzie Allard, Mike Frame, Ivanka Pjesivac, Ben Birch, Danielle Pollock, and Kristina Dorsett. 2015. "Changes in Data Sharing and Data Reuse Practices and Perceptions among Scientists Worldwide." PLOS ONE 10 (8): e0134826. https://doi.org/10.1371/journal.pone.0134826. Free download available via UCM Library/PLOS at http://journals.plos.org/plosone/article?id=10.1371/journal.pone.0134826

Module 5. Local History/Heritage, Archive, and Museum methods (3 weeks)

Selected chapters from: Latta, Frank F. 1977. Handbook of Yokuts Indians. [1 copy available – UC Merced Library - E99.Y75 L3 1977]

- Ch. 1 "Yokuts Geography", pp. 1-28
- Ch.2 "The Spaniards Come", pp 29-54
- Ch. 3 "Anza and Font, 1776", pp. 55-72

Lajiness, Katie. 2016. Yokuts. Minneapolis, MN: ABDO Publishing. Online access and chapter free download available via UCM/WorldCat at https://ebookcentral.proquest.com/lib/ucm/detail.action?docID=5263050

Selected chapters from: Smith, Wallace, and William B. Secrest. 2004. Garden of the Sun: A History of the San Joaquin Valley, 1772-1939. Fresno, CA: Linden Pub. [2 copies available – UC Merced Library - general collection (F868.S173 S56 2004)]

- Ch. 1 "Redskins", pp. 1-34

- Ch. 8 "Bullets, Ballots, and Tongue Lashings", pp. 199-234

Selected chapters from: Outcalt, John. 1925. A History of Merced County, California: With a Biographical Review of the Leading Men and Women of the County Who Have Been Identified with Its Growth and Development from the Early Days to the Present. Los Angeles, Calif.: Historic Record Company. Online access at http://archive.org/details/historyofmercedc00outc.

- Chapter VI: The Founders of the County

- Chapter XIV: The Coming of the Railroad and Founding of Merced

- Chapter XV: Merced Becomes the County Seat

- Chapter XVIII: Transportation

Module 6. Research Design (no seminar discussion will be hold on these readings)

Selected chapters from: Schreibman, Susan, Ray Siemens, and John Unsworth. 2016. *A New Companion to Digital Humanities*. New York, UNITED KINGDOM: John Wiley & Sons, Incorporated. Online access and chapter free download available via UCM/WorldCat at http://ebookcentral.proquest.com/lib/ucm/detail.action?docID=4093339.

- In Part IV: Ch. 28 "Saving the Bits: Digital Humanities Forever", pp. 480-489

Selected chapters from: Ray, Joyce M. 2014. Research Data Management: Practical Strategies for Information Professionals. http://public.eblib.com/choice/publicfullrecord.aspx?p=3120304. Online access and chapter free download available via UCM/Ebook Central at https://ebookcentral.proquest.com/lib/ucm/detail.action?docID=3120304

- In Part III: Ch. 6 "Copyright, Open Data, and the Availability-Usability Gap: Challenges, Opportunities, and Approaches for Libraries", pp. 129-144

Office of Digital Humanities. n.d. "Data Management Plans for NEH Office of Digital HumanitiesProposals and Awards." National Endowment for the Humanities. Online access and chapter free download available at https://www.neh.gov/files/grants/data_management_plans_2018.pdf or CatCourses.

Workshop 1. Humanities Data Science

"23 (Research Data) Things." n.d. Accessed August 9, 2018. https://ucsdlib.github.io/23-Research-Data-Things/.

23 (Research Data) Things is a self-guided training concept for anybody interested in data. If you are a person who cares for, and about, research data and want to fill in some gaps, learn more or find out about the rapidly changing research data landscape, then this is for you! The program is likely to be of interest to those who:

- care for data: Librarians, Managers, Data custodians

- create data and want recognition for their data

- want to learn more about the potential of data for innovation and start-ups

- are looking to incorporate data into their current or future careers.

Selected chapters from: Arnold, Taylor, and Lauren Tilton. 2015. *Humanities Data in R: Exploring Networks, Geospatial Data, Images, and Text*. http://dx.doi.org/10.1007/978-3-319-20702-5. Online access and chapter free download available via UCM/Springer Link at https://link.springer.com/book/10.1007%2F978-3-319-20702-5

- A Short Introduction to R

Workshop 2. Digital Curation for Archives and Special Collections (Emily Lin)

Macknight, Elizabeth C. 2011. "Archives, Heritage and Communities" *Historical Reflections* 37(2): 105-122. doi: 10.3167/hrrh.2011.370208

Gilliland-Swetland, Anne. 2000. *Enduring Paradigm, New Opportunities: The Value of the Archival Perspective in the Digital Environment*. Council of Library and Information Resources. https://www.clir.org/pubs/reports/pub89/

Selected chapters from Baca, Murtha, ed. 2016. *Introduction to Metadata* Los Angeles: Getty Research Institute. https://www.getty.edu/publications/intrometadata/

- Setting the Stage
- Practical Principles for Metadata Creation and Maintenance

Rinaldo, Constance, Judith Warnement, Tom Baione, et al. 2011. "Retooling Special Collections Digitisation in the Age of Mass Scanning" *Ariadne* (67): http://www.ariadne.ac.uk/issue67/rinaldo-et-al

Additional perspectives:

Howard, Jennifer. (2014, December 1). "When the Archive Won't Yield Its Secrets" *Chronicle of Higher Education* https://www.chronicle.com/article/When-the-Archive-Wont-Yield/150271

Michael Brenes. (2018, August 2). "Historians Just Don't Get Archivists. Here's Why." *Chronicle of Higher Education*. https://www.chronicle.com/article/Historians-Just-Don-t-Get/244127

Workshop 3. Data Curation & Archaeology - (Sarah Kansa)

Atici, Levent, Sarah Whitcher Kansa, Justin Lev-Tov, and Eric C. Kansa. 2013. "Other People's Data: A Demonstration of the Imperative of Publishing Primary Data." Journal of Archaeological Method and Theory 20 (4): 663–81. https://doi.org/10.1007/s10816-012-9132-9

Cook, Katherine, Çakirlar Canan, T. Goddard, R.C. DeMuth, and Joshua Wells. 2018. "Teaching Open Science: Published Data and Digital Literacy in Archaeology Classrooms." *Advances in Archaeological Practice* 6 (2): 144–56. https://doi.org/10.1017/aap.2018.5. Free download available via UCM/WorldCat Library at https://www.cambridge.org/core/journals/advances-in-archaeological-practice/article/teaching-open-science-published-data-and-digital-literacy-in-archaeology-classrooms/8404682E019727CCF43416B81E4E9092

Faniel, Ixchel M., Anne Austin, Eric Kansa, Sarah Whitcher Kansa, Phoebe France, Jennifer Jacobs, Ran Boytner, and Elizabeth Yakel. 2018. "Beyond the Archive: Bridging Data Creation and Reuse in Archaeology." *Advances in Archaeological Practice* 6 (2): 105–16. Free download available via UCM/WorldCat Library at https://doi.org/10.1017/aap.2018.2. Free download at https://www.cambridge.org/core/journals/advances-in-archaeological-practice/article/beyond-the-archive/3689E269FF895FC9E24345AF3D890916

Faniel, Ixchel M., and Elizabeth Yakel. 2017. "Practices Do Not Make Perfect: Disciplinary Data Sharing and Reuse Practices and Their Implications for Repository Data Curation." In *Curating Research Data. Volume One, Volume One,* edited by Lisa R. Johnston. http://www.ala.org/acrl/sites/ala.org.acrl/files/content/publications/booksanddigitalresources/digital/9780838988596_crd_v1_OA.pdf.

Huvila, Isto, and Jeremy Huggett. 2018. "Archaeological Practices, Knowledge Work and Digitalisation." *Journal of Computer Applications in Archaeology* 1 (1). https://doi.org/10.5334/jcaa.6. Open access at https://journal.caa-international.org/articles/10.5334/jcaa.6/

Kansa, Eric C., Sarah Whitcher Kansa, and Benjamin Arbuckle. 2014. "Publishing and Pushing: Mixing Models for Communicating Research Data in Archaeology." *International Journal of Digital Curation* 9 (1): 57–70. https://doi.org/10.2218/ijdc.v9i1.301. Open access at http://www.ijdc.net/index.php/ijdc/article/view/301

Workshop 4. Local Archives and Merced History (Sarah Lim)

This list may be revised by workshop leader/guest speaker. Check CatCourses at a later time for updates.

Radcliffe, Corwin. 1940. *History of Merced County*. Merced, Calif.: A.H. Cawston. Online access at https://archive.org/stream/historyofmercedc00outc/historyofmercedc00outc_djvu.txt.

Cabezut-Ortiz, Delores J, and Merced County Chamber of Commerce. 1987. Merced County: The Golden Harvest: An Illustrated History. Northridge, Calif.: Windsor Publications.

Mayfield, Thomas Jefferson, and Frank F Latta. 1976. Tailholt Tales. Santa Cruz, Calif.: Bear State Books.

Walsh, Susan. 2011. The Wisdom of Merced County Farmers. Merced, CA: The Friends of the Merced College Library.

Workshop 5 – Imagining America & Engaged Scholarship in Higher Education

TBA – List to be provided by guest speaker. Check CatCourses at a later time for more detail.

Optional Readings & Additional Online Resources on Data Science and Data Curation

Borgman, Christine L. 2015. Big Data, Little Data, No Data: Scholarship in the Networked World. Cambridge, UNITED STATES: MIT Press. Online access and chapter free download available via UCM/WorldCat Library at https://ebookcentral.proquest.com/lib/ucm/detail.action?docID=3339930.

Bailey, Charles W., Jr. 2018-04-18. Research Data Curation Bibliography. Houston: Digital Scholarship. http://digital-scholarship.org/rdcb/rdcb.htm

Rich online references resource (n=750!) of curation literature that includes some abstracts, so keyword searching (e.g., "humanities") may help you find useful references more quickly. Many of the topics seem to be institution-focused or technical, but there's a wide range of content.

Selected chapters from: MacDonald, Lindsay. 2006. ***Digital heritage: applying digital imaging to cultural heritage*** (1st edition). Oxford; Burlington, MA: Elsevier Butterworth-Heinemann. E-book available via UC Merced Library (download limited to 10%) at http://lib.myilibrary.com/Open.aspx?id=64202
- Chapter 4 – Digital Access to a Photographic Collection (Alinari). Free download available via CatCourses. – already downloaded on 2/2018

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Cameron, Fiona, and Sarah Kenderdine. 2007. *Theorizing Digital Cultural Heritage: A Critical Discourse*. Cambridge, Mass.: MIT Press.
http://public.eblib.com/choice/publicfullrecord.aspx?p=3338737.

Additional reading and lab material may be communicated during class and workshops— make sure to attend, or get in touch with your professor when absent, in order to receive assignments!

X. Tentative weekly schedule

Subject to change to accommodate for necessary adjustment (i.e. guest presenters, student needs, etc.) over the course of the semester. **Workshop assignments, meeting with community partners, and fieldwork activities will be communicated during class—make sure to attend**, or contact your instructor if you will be absent, in order to receive assignments! Readings must be completed *before* the scheduled class for which they are listed.

Wk.	Weekly Topic	Learning Outcomes/Tasks	Readings/Notes
1 **Aug. 20**	**Fall Semester 2018 starts on Wednesday, Aug. 23**	**No class held**	
2 **Aug. 27**	Course Logistics + **Intro to Community-engaged Scholarship (CSE)**	Overview of the interdisciplinary structure of the course, discuss the syllabus and course logistics + Become familiar with principles of CES, history of CES, CES at land grant/research institutions, institutional challenges and CES methods. **Seminar led by Prof. Robin DeLugan - UCM ReCCES Co-Director**	Pre-reading
3 **Sept. 3**	**Labor Day Holiday**	**No class held**	Module 1
4 **Sept. 10**	Seminar Discussion (Mod. 1- CSE) **4 seminar discussion leaders**	Gain practice in thinking through problems and organizing concepts, formulating arguments and counterarguments, testing your ideas in a public setting, evaluating the evidence for your own and others' positions, and responding thoughtfully and critically to diverse points of view	Module 1
4 **Sept. 14 (Friday)**	**Graduate Student – Community Mixer (5:30-7:00 pm - COB2 390)**	Meet local organizers, community leaders and members to discuss common interests and potential research projects	Attendance required
5 **Sept. 17**	Seminar Discussion (Mod. 2 – Digital Humanities) **4 seminar discussion leaders** **Start discussing potential themes for your final project and groups**	Gain practice in thinking through problems and organizing concepts, formulating arguments and counterarguments, testing your ideas in a public setting, evaluating the evidence for your own and others' positions, and responding thoughtfully and critically to diverse points of view	Module 2
6 **Sept. 24**	Workshop 1 – Data Science / Intro to R for Geospatial Data **Form Groups and receive prompts for your final project**	Become familiar with humanities data science topics and gain practice in data modeling, geospatial data processing, and visualization via hands-on activities using R **Workshop led by Prof. Nicola Lercari**	Workshop 1 + Module 6
7 **Oct. 1**	Seminar Discussion (Mod. 3 – Data Science) **3 seminar discussion leaders**	Gain practice in thinking through problems and organizing concepts, formulating arguments and counterarguments, testing your ideas in a public setting, evaluating the evidence for your own and others' positions, and responding thoughtfully and critically to diverse points of view	Module 3

8 **Oct. 8**	Workshop 2 – Digital Curation for Archives and Special Collections	Engage with guest speaker and become familiar with digital data curation topics and methods via hands-on activities **Workshop led by Emily Lin, M.S. – Head of Digital Curation and Scholarship UCM Library**	Workshop 2
9 **Oct. 15**	Workshop 3 – Open Context: Digital curation for Archaeology If your group is interested in organizing a museum exhibit at MCCM in fall 2019 inform your professor	Engage with guest speaker and become familiar with digital data curation topics and methods via hands-on activities **Workshop led by Sara Witcher Kansa, Ph.D. – Director, Alexandria Archive Institute – Open Context -** **https://opencontext.org/**	Workshop 3
10 **Oct. 22**	**Symposium – Community Heritage Network (12-2:45pm – COB2 392)**	Engage in discussion with guest speakers, domain experts and community members	Module 4 + Module 6
11 **Oct. 29**	Seminar Discussion (Mod. 4 – Data Curation) **4 seminar discussion leaders** Group Preliminary Research Design Document Due today	Gain practice in thinking through problems and organizing concepts, formulating arguments and counterarguments, testing your ideas in a public setting, evaluating the evidence for your own and others' positions, and responding thoughtfully and critically to diverse points of view	Module 4
12 **Nov. 5**	Workshop 4 – Local Archives and Merced History	Visit the Merced County Courthouse Museum (MCCM) and engage with MCCM Director in a hands-on workshop on local archives **Workshop led by Sarah Lim – Director, MCCM**	Workshop 4
13 **Nov. 12**	**Veterans Day Holiday**	**No class held**	Module 5
14 **Nov. 19**	Seminar Discussion (Mod. 5 – Local History/Heritage, Archive, Museum) **3 seminar discussion leaders**	Gain practice in thinking through problems and organizing concepts, formulating arguments and counterarguments, testing your ideas in a public setting, evaluating the evidence for your own and others' positions, and responding thoughtfully and critically to diverse points of view	Module 5
15 **Nov. 26**	Workshop 5 – Imagining America & Engaged Scholarship in Higher Education	Engage with guest and become familiar with Imagining America's initiatives and their leadership in the field of engaged scholarship in higher education **Workshop led by Prof. Erica Kohl – UC Davis and Faculty Director, Imagining America**	Workshop 5 Readings
16 **Dec. 3**	Group Research Project Presentations Group Final Research Project Proposal and Individual Report Due today	Present your group's research project proposal and engage with in-class presentations and your peers	Module 6

Any student who feels he or she may need an accommodation based on the impact of a disability should contact me privately to discuss his or her specific needs. Also contact Disability Services at (209) 228-7884 as soon as possible to become registered and thereby ensure that such accommodations are implemented in a timely fashion.

X. Leading A Seminar

Seminar discussion is one of the most important practices of the humanities. Through discussion you gain practice in thinking through problems and organizing concepts, formulating arguments and counterarguments, testing your ideas in a public setting, evaluating the evidence for your own and others' positions, and responding thoughtfully and critically to diverse points of view. For that reason, it is imperative that you trust your classmates enough that we can explore difficult and complex ideas. The classroom must be a place where we can all test ideas, rethink assumptions, and react to new perspectives.

Have a strategy to stimulate group discussion (for example, make a power point presentation; provide a handout that summarizes key points from assigned readings; prepare questions or discussion topics, etc.).

Note: All students (not just seminar leaders) have a role to play in creating productive weekly seminars that advance our common understanding. This means everyone comes to seminar prepared.

Here are some suggestions for how to approach assigned readings that can aid our seminar discussions:
- Situate the author in time/place

- Identify what author is arguing for and what author is arguing against.

- Have seminar participants illustrate this with reference to specific passages

- Identify strengths of the argument(s)/overall text.

- Have seminar participants illustrate this with reference to specific passages.

- Identify weaknesses of the argument(s)/overall text.
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- Illustrate this with references to specific passages.

- Raise questions that are not fully, or satisfactorily, answered by the text.

- Identify passages that are unclear, confusing or challenging.

- Identify passages that are controversial or provocative.

- Identify 'quotable' passages.

- Situate the work in relation to other readings in the seminar

- Make connections between the text and research projects/research questions that seminar participants are currently developing.

- Make connections between the text and personal experiences.