 **CDTLI Report: Thinking Digitally**

**Composed by Sharon Alker, Emily Jones, and David Sprunger**

**August 1st**

We held our weeklong workshop, *Thinking Digitally*, from July 18-July 22, 2016. The following people participated:

**The three coordinators (alphabetical order)**
Sharon Alker, Emily Jones, David Sprunger

**The following faculty and staff: (alphabetical order)**
Amy Blau, Rachel George, Sarah Hurlburt, Colin Justin, Justin Lincoln, Lydia McDermott, Benjamin Murphy, Mike Osterman, Nicholas Parmley, Melissa Salrin.

The workshop met for three hours each day of intensive discussion and study. We had four key objectives that we needed to accomplish collaboratively with our team of staff and faculty.

1)  We wanted to increase our knowledge of the digital humanities, acquiring a sense of some of the key debates and concepts, theoretical and otherwise, that shaped the field.
2)  We wanted to discover what areas of knowledge our participants already had so we had a sense of the group's strengths and interests.
3)  We wanted to discuss and examine effective syllabus design and pedagogical techniques (including assessment) for team teaching a digital humanities course.
4)   We wanted to finish a draft of the course description and actually complete a first draft of the syllabus for *Thinking Digitally*, a course we will teach in Spring, 2017.

    We completed all four of these objectives and more. On our very final day we also spent some time talking about logistics (course cap, available times to teach, the type of room needed etc.).

This required a workshop schedule that was divided into several parts, the first session each day dealing with theories and philosophical questions in the digital humanities, and at times relevant tools or significant websites, and the second session dealing with pedagogy. I will describe the general trajectory of the first sessions and then move to the second. Based on shared interests, we divided faculty and staff into 5 teams and gave each team a topic within DH (Digital Humanities) on which to lead discussion and hands-on workshops during the early session. We also purchased a textbook for our participants and assigned one article from the textbook for each topic, inviting the team members to assign additional materials. **The topics were: Meta-DH; Manipulating Text; Making and Using Data; Data Visualization; and Studying the Digital**. Each day we had to complete substantial reading (see the workshop schedule attached) and be prepared to engage in an in-depth discussion of the ideas at the heart of the readings. The daily

leaders of these discussions were very creative with what they presented, at times giving us activities to help us apply the concepts directly. Many of the groups also explicitly addressed the question of pedagogy, proposing and demonstrating ways of teaching their material that could be implemented in our proposed course. By the end of the workshop we had significantly improved our own understanding not only of DH theory but also of effective ways to make connections between theory and in-class exercises that help students understand the concepts.

In the second daily section, we worked on pedagogy. On the first day we read an important article by DH scholar Ryan Cordell from Northeastern University, who is a "founding faculty member in the NUlab for Texts, Maps, and Networks" (http://www.northeastern.edu/cssh/faculty/ryan-cordell) about how not to teach DH, along with 13 syllabi for DH courses taught elsewhere. This enabled us to see at the start of the workshop a wide variety of ways to organize a course on the topic, so that we could use elements, resources, and tools that seemed useful and discard those that didn't fit with our own objectives. We then brainstormed on ideas for the course description/proposal. This brainstorming clarified the group's priorities for the course and enabled the coordinators to bring a rough draft of the course description and collect comments on it at the beginning of the next pedagogical session. One decision that the collaborators made at that time was to make the local - Walla Walla and Whitman College - our primary object of study (that is the source of a goodly part of the data and other materials with which students will work).

On our second day, we began with a discussion of the extensive DH syllabus/textbook of Johanna Drucker (UCLA), looking at various approaches and pedagogical decisions she made and considering which might be useful for us. We then broke into groups to start brainstorming what the semester structure might be and what the units could be, as well as starting to think about assessment, arriving by the end of the day at a skeleton structure that included a unit on foundational theory and methods, a unit for workshopping final projects, and three topic-driven units in between.

On the third day, we dedicated our pedagogy discussion to the issue of assessment. We discussed the possibility of contract grading after reading several articles on the topic (for more information on contract grading, see the Elbow and Posner articles on Wednesday's syllabus). This approach will be particularly useful given that the class (according to the catalog's description of a 200 level interdisciplinary special topics course) has to be taught as pass/fail. Perhaps more importantly, it is especially well suited to a class where ability levels are widely varied (we heard from Lydia McDermott on the usefulness of contract grading in her composition classes), and where we agree that process and progress are more important than product. This is a core tenet of DH – of iterations and generative scholarship - and one that the group agreed is essential in this kind of experimental course. We will craft a contract on what is required to pass the course. After our discussion of assessment, we used the work done on the previous day to establish five units, the first of which is a broad foundations unit and the last of which is two weeks of working in labs on the final group project. **The three units in between**

**are: Texts; Data Visualization; and Storytelling.** Workshop participants selected their first and second choice of these three units based on their interests and knowledge, and a coordinator then divided our group into three teams. Since we wanted to start this discussion with a very focused topic, we asked the teams to each brainstorm assignments for their assigned unit. Each unit would be three weeks long. After brainstorming, the groups came back and shared their conclusions with the whole workshop. The discussion gave us some insights on the order of the units.

On the fourth day, the teams worked on their unit for an hour, discussing what they would want to cover, what tool(s) they would want to teach, how many lab days they might like, who would teach what etc. Lab time, though often thought to be restricted to the sciences, is frequently used in Digital Humanities courses, to allow classes to apply concepts as a group and to have faculty and staff on hand to help with technical and other issues. We then all regrouped and shared our findings, including specific assignment ideas. This discussion also clarified some of the issues surrounding technical resources, assignment design, and overall course planning. The material collected allowed us to pull together a syllabus and distribute it and to give the coordinators sufficient material to rewrite the course description and circulate it for feedback.

On the final day, we discussed the foundations section of the syllabus, and talked at some length about a variety of pedagogical matters (making transitions between individual days and units, the sort of room required, the number of students in the class etc.). The unit teams will continue developing their units over the next two months.

Each evening of the workshop, participants not only did the readings for the next day, but also did additional homework, for example, giving feedback on units, creating and filling a document of big ideas that should be set up in Foundations and threaded through the course. After each workshop day, the coordinators met for an additional hour to ensure that our next day's plan was responsive to new ideas or concerns that arose.

We are including several other attachments with this report.

1) The schedule for the workshop so that you can get a sense of how the workshop was organized and the amount of material we covered each day (which was substantial).
2) The draft course description.
3) The third is a sample assignment that one of the coordinators created. This will be a model for the assignments in the course. The CTL had made a particular request to see the sort of assignments we will do, so this document responds to that request. You will see on the syllabus draft descriptions of other assignments each unit group is formulating.
4) The draft syllabus.

We will be continuing to work on the syllabus through the Fall semester. The entire group will be meeting at the end of September and the end of October to finalize the syllabus, but the three smaller groups who are leading units will also be meeting to work on their units throughout the

first few months of the Fall semester. The coordinators will be working to finalize the foundations section that opens the syllabus and the final project section that closes the class. We will not be requiring a text book for the class. Students will be using their own laptop computers, and a member of our coordinating team is following up to ensure we have extra computers and other necessary supplies that can be lent for the semester should students not have access to a laptop, or for students whose laptops may not have the capacity to run the programs we will be using (which are fairly accessible and basic). We will set a cap on 20 students for the course.

The student outcomes for the course will be to acquire a working knowledge of theories and ideas in digital studies as well understanding the capability of digital tools theoretically and in practice. On the one hand, students will learn to use these theories and methodologies to ask innovative research questions of 'traditional' humanities material. On the other hand, they will learn how to interpret and query data acquired through digital tools, to work with a selection of tools to gain a basic understanding of how they work, and how to create with data. The tools that students will work with may include: accessible text analysis tools like the Google Ngram Viewer and Voyant; Powerpoint, Prezi, and other presentation tools; Google Maps and Fulcrum, a mobile geo-data collection tool; Omeka to organize a digital collection of images and create non-linear narratives; and Twitter, where they will learn to make a Twitterbot. We wish to emphasize that it is crucial to our group that students are learning that these tools are non-neutral and exist in a context, and that understanding the context will shape the way they interpret and create with them.

In general, then, the workshop was very successful. We were delighted at how much material we were able to engage with, and with our ability to design a syllabus, determine what tools would work best with that syllabus, craft a course description, and form a rich, productive team environment for our group. We have scheduled a Faculty Forum to present on this experience, and on the experience of teaching the course in late April, 2017 and are exploring the possibility of presenting at next year's Digital Humanities Summer Institute in Victoria, BC.

Please find below comments from individual members of the workshop. We asked each of them to answer six questions. The first three are the regular questions asked of CDTLI workshops and the second three are questions that the CTL specifically asked us to address. We believe we have addressed them as a whole above, but want you to have a sense of how our colleagues individually responded.

**Here are the questions:**

1) How will you incorporate material and discussion from the CDLTI into your teaching and/or other responsibilities on campus?
2) How successful was the workshop in accomplishing its goals?
3) How successful was the organization and leadership of the CDLTI?
4) What are the student outcomes anticipated for the course? What knowledge, skills, and ways of thinking should students have acquired by the end?

5) We would like to see "a description of some specific assignments that use these tools and allow students to demonstrate some of the learning outcomes articulated for the course."

6) Address ways in which each participant will likely alter an already existing course that they regularly teach, or how a new course would replace one previously taught. We are interested to hear the staff participants discuss particular insights gained from this project that will help them in their regular work of assisting faculty in integrating digital tools and methods in their teaching.

**Here are our responses, in alphabetical order:**

Sharon Alker

1) **How will you incorporate material and discussion from the CDLTI into your teaching and/or other responsibilities on campus?**

I will incorporate discussion and material in many different ways. First, I will slowly start integrating digital tools into my teaching regarding literary analysis, showing students, for example, how they can use Voyant to immediately start tracing patterns in literature. And I have knowledge of an array of tools I had never heard about before that I can explore. I am also far more likely to use digital projects/assignments in my own classes since I now have knowledge of the existence of tools that will be useful to me, such as Omeka. Second, the theories and issues in digital studies that we discussed have helped me to see that I can integrate these ideas and concepts into classes where I discuss theory or where I deal with literature of the twenty-first century. Third, I now plan to integrate electronic literature into my syllabus when I teach fiction across time.
Fourth this actually helps me come a little closer to publishing in digital studies as I have an increased knowledge of the central debates in the field. Fourth, I now know who has expertise in what at Whitman College. This means that where I lack the knowledge to use a digital tool or want to find tools to do certain things, I now have the resources.

2) **How successful was the workshop in accomplishing its goals?**

We were very successful in achieving our goals. We not only had a draft syllabus and a series of assignments by the end of the workshop, but we managed to share knowledge of our own expertise, learn about different tools, and discuss a plethora of critical readings as well as pedagogical approaches. What was most useful to me was the remarkable shared expertise of faculty and staff. Our staff have a rich array of expertise in this area, and it was incredibly enlightening to hear about it, and to hear their opinions on tools that we use. Everyone in the workshop worked incredibly hard, and we are deeply grateful for their intellectual energy. On top of reaching our goals, we were also able to share what we had learned at the Digital Humanities Summer Institute at a lunch following the first day's class.

3) **How successful was the organization and leadership of the CDLTI?**

Since I am one of the leaders, I am likely somewhat biased, but I know that we three leaders put in a considerable amount of time in organizing the workshop before the workshop began and during it. In the months leading up to the workshop we decided on a textbook, gathered the preferences of the participants, organized the workshop into five thematic days, and found a sampling of syllabi and other pedagogical materials to share. We then gathered the supplemental material provided by the participants and ensured it was available to all. The members of our three-person team worked effectively together. Emily designed the useful split between theory and practice that was instrumental to us

successfully completing the syllabus. During the workshop, we met for about an hour after the three-hour workshop finished every day to discuss our accomplishments and determine whether our schedule needed to be adjusted on the next day based on our conversation that day.

4)   **What are the student outcomes anticipated for the course? What knowledge, skills, and ways of thinking should students have acquired by the end?**

Student outcomes will include: Understanding the significance of digital studies both in relation to the humanities and social sciences; learning some of the key debates and concerns of digital studies; various approaches to assessing culture in a digital age; gaining a broad understanding of the range of tools that are available to use data analytically and creatively; and acquiring a basic understanding of how to work a select number of these tools. Since we have organized by methodology, all three units will cover both tools and ideas.

5)   **We would like to see "a description of some specific assignments that use these tools and allow students to demonstrate some of the learning outcomes articulated for the course."**
We will share one of the imagined assignments with you so that you can see how they will work in detail. We plan to standardize these assignments so that they are detailed as in the example. Each unit developed their own assignment(s) as well. Let me talk, for example, about the assignment we developed in our unit., the Storytelling Unit. This is a group assignment. We want to ensure that students have enough time to learn the basics of the tool. We will be using Omeka, and will already have available to students a host of images uploaded that relate to Walla Walla and Whitman from Whitman archives. The groups will learn to create an exhibit from these images, and will work on their project one day in class (in a lab), so that their comfort level is increased by the end of the class. Making an exhibit, organizing it, aligning images with text creatively, is a form of storytelling, and students will be ready to accomplish it after the lab. We will ask them to add a few other related images on their own. They could be from the archives or pictures they take themselves. The learning outcomes here are: knowledge of how to synthesize different sorts of data (images/text) into a story; knowledge of alternate ways of telling that story (as the different groups will be presenting to each other); knowledge of the strengths and limits of the chosen story; basic knowledge of a tool they can then build on outside of the classroom for a wide variety of work across disciplines. We will have access to digital fellows who will be able to assist students on the nuts and bolts of the assignments, and who we hope will be able to road test the assignments.

6)   **Address ways in which each participant will likely alter an already existing course that they regularly teach, or how a new course would replace one previously taught. We are interested to hear the staff participants discuss particular insights gained from this project that will help them in their regular work of assisting faculty in integrating digital tools and methods in their teaching.**

I think that after I have taught this course, in addition to integrating digital methods into my regular classes, as I outlined in my response to question 1, I would be interested in teaching or co-teaching a course in digital studies in English and/or Literature more generally if the English curriculum allows. As I acquire increased knowledge of the tools that are available to do different sorts of things and have a sense of which require a substantial amount of time and which are fairly easy to learn, I will be able to weave them together into a viable course. I also think that partnerships with staff when teaching such courses is vital to their success. I think we need to find new ways to make such partnerships viable.

**Amy Blau**

1) **How will you incorporate material and discussion from the CDLTI into your teaching and/or other responsibilities on campus?**

The CDLTI discussions have introduced me in much greater depth and detail to what kinds of resources faculty in the workshop are using in their scholarship and teaching related to digital cultures and methods. This helps me to support their efforts by ensuring that the library provides appropriate media (whenever possible), and by shaping my creation of additional resources such as libguides. The syllabus design process of the CDLTI is useful to me as it relates to the courses currently taught by library staff and to our broader curricular goals.

2) **How successful was the workshop in accomplishing its goals?**

I think the workshop was very successful in accomplishing the goal of laying the groundwork for an ambitious team-taught course. Although some specifics are yet to be hashed out, we have identified the main approaches and ideas that we want to include in the class and outlined a syllabus reasonably thoroughly.

3) **How successful was the organization and leadership of the CDLTI?**
Emily, Sharon, and David did an excellent job of setting expectations and assigning responsibilities for the workshop. I think this is evidenced by the fact that we were able to accomplish our main goals quite successfully.

4) **What are the student outcomes anticipated for the course? What knowledge, skills, and ways of thinking should students have acquired by the end?**
By the end of the course, students will have gained competence in selected digital tools in a few main areas: textual analysis, data visualization, and digital storytelling. They will also be able to relate the affordances of these tools to scholarly research questions and to rhetorical and artistic effects. Underlying all of the work with digital tools and methodologies will be an awareness of the constructed nature of digital (as well as analog) ways of knowing, and that this constructed nature can encode assumptions and bias. Furthermore, students will have an awareness of the ethical implications of the creation of, use of, and access to digital assets of various kinds.

5)  **We would like to see "a description of some specific assignments that use these tools and allow students to demonstrate some of the learning outcomes articulated for the course."**

    think this has been addressed fairly well for the Text section and the Storytelling section (pending testing of the Twitterbot). I am in the data vis group; our assignments aren't very specific yet, but I think that using a dataset that we collect from all students and faculty at the beginning of the course to demonstrate different kinds of visualizations and to prompt students to think about what they could do with different kinds of data brings back the issues of categories as a choice that determines what can be analyzed, of identifying which kinds of tools serve or inspire a specific research question, and the cultural encoding of what makes a "good" visualization. More specifically, I envision a homework assignment where students have the dataset, and must create 2 or 3 different visualizations from it, explain their choices, and suggest what research question their visualizations could help to answer (and, if appropriate, what additional data they would need to answer the research question). They would submit these to the instructors before class. In class the instructors could present different kinds of visualizations and research questions -- either ask students to match research questions with visualizations, or to combine visualizations in interesting ways. [None of this is in our syllabus right now...] Some of this could be done with tools in Google sheets. [Or maybe Tableau Public... Still have to investigate further...]

6)  **Address ways in which each participant will likely alter an already existing course that they regularly teach, or how a new course would replace one previously taught. We are interested to hear the staff participants discuss particular insights gained from this project that will help them in their regular work of assisting faculty in integrating digital tools and methods in their teaching.**

    As data services librarian, I will be much better positioned to assist faculty with defining and designing humanities data projects based on this course, and in knowing what kinds of instructional sessions or materials (especially related to data visualization) faculty would like the library to provide.

**Rachel George**

1) **How will you incorporate material and discussion from the CDLTI into your teaching and/or other responsibilities on campus?**

During the workshop we just completed, we learned many tools for text analysis, data visualization, and digital platforms for presenting research. I am most interested in incorporating digital tools into my Anthropology of New Media class, which until now was about the digital but did not use digital modes of analysis. This is particularly useful for students who want to draw from extremely voluminous social media sources (e.g. Twitter) but do not know how to begin to slice the data into manageable chunks. I imagine that knowledge the digital tools will also be useful for overseeing student theses, in that they can give students an entry point for thinking about analysis.

2) **How successful was the workshop in accomplishing its goals?**

Very successful. I was not sure how over a dozen people would manage to write a syllabus in a week, but we did.

3) **How successful was the organization and leadership of the CDLTI?**
The organization and leadership were extremely impressive. The organizers divided each day very smartly, so that we had time both for reflection and discussion and for well-defined syllabus-building tasks.

4) **What are the student outcomes anticipated for the course? What knowledge, skills, and ways of thinking should students have acquired by the end?**
We want the students to balance a critical eye toward digital studies (e.g., to understand that it is not a magic bullet and can answer some questions better than others) with concrete skills in using specific tools (e.g. text analysis). We hope that students will come out with a better idea of what tools - if any - are best for their particular research questions and interests and have the confidence to use the tools if they fit.

5) **We would like to see "a description of some specific assignments that use these tools and allow students to demonstrate some of the learning outcomes articulated for the course."**
One idea we discussed during the workshop was to have students think about how they could use location-plotting applications and map-making tools. A specific assignment might ask students to plot all the specific Walla Walla locations mentioned in the Whitman newspaper and then make a map of their findings. This could address certain questions (e.g., are there geographic patterns in reporting about goings-on at Whitman) and provoke others (e.g. why is downtown so often mentioned in off-campus reporting?)

6) **Address ways in which each participant will likely alter an already existing course that they regularly teach, or how a new course would replace one previously taught. We are interested to hear the staff participants discuss particular insights gained from this project that will help them in their regular work of assisting faculty in integrating digital tools and methods in their teaching.**

As mentioned in the first question, I would like to integrate text analysis tools into my Anthropology of New Media class, where students already use digital sources in their final projects but do not usually use digital tools for analyzing them.

<mark>Sarah Hurlburt</mark>

1) **How will you incorporate material and discussion from the CDLTI into your teaching and/or other responsibilities on campus?**

I will be teaching a course called "Intro to French and Francophone Culture" next spring, which has strong cross-disciplinary content with anthropology and media studies. This class is going to be a great place to bring in some of the digital culture discussions we had with Rachel and Ben.

I am working on an NEH grant that will involve TEI tagging a manuscript corpus from the Whitman archives. The workshop discussions will be helpful as I try to formulate the grant, particularly in terms of flexible design and ethical design of data structures.

I use the ARTFL project in my classes, but am excited to try some of the google books tools demonstrated by Emily. In all cases, the real content of the lesson is thinking about how to develop a good question, choose the right tool for the question, and then how the tool impacts the question or the results.

2) **How successful was the workshop in accomplishing its goals?**

I think the workshop was extremely successful. I had some concerns going in that our goals were too extravagant (they were) and that the CTL feedback on our goals only added to their extravagance (they did). I am absolutely astonished at how far we got this week.

3) **How successful was the organization and leadership of the CDLTI?**

Sharon and Emily were excellent cat herders, and I would recommend them. We weren't able to capture all of the ideas flying around in the session notes, which concentrate on the scheduled content rather than the interjections, but they kept the sessions on track and were able to guide us through the process effectively.

4) **What are the student outcomes anticipated for the course? What knowledge, skills, and ways of thinking should students have acquired by the end?**

I disagree with the articulation of "skills" in the question, because I believe the principal skill goals for this course not to be situated in specific digital tools but rather in the critical, intellectual and ethical awareness of the subjective nature of what we call data and its manipulation. To study digital culture, we will have to teach a skill set more frequently associated with anthropology. To study technologies of text, we will have to

teach elements of library science and book history as well as 21st-century tools. To teach students to work with big text data sources, we will have to teach students the distinctions and skills of close reading and "macro" reading of literature. All of these together (and more) constitute both the content and the skills of the course.

5) **We would like to see "a description of some specific assignments that use these tools and allow students to demonstrate some of the learning outcomes articulated for the course."**

Understanding data: Students generate their own key-word cloud based on one or two of the readings. Assembling the clouds is a non-linear, associative way to approach discussing the readings. Comparing the visual logic of the resulting cloud (which will be created with paper and glue and scissors) leads to a discussion of design as a not-universal truth, that has the potential to erase as well as communicate information. Students will also compare the keyword sets they choose to the keyword set/cloud that will be automatically generated by an online word cloud maker, and discuss the differences.

Technologies and our ability to imagine the unknown: a stations exercise, in which each station presents a dated technology, such as a manuscript, a kindle, a scroll, etc. as well as examples of early stages of new technologies, in which the design was dictated by and limited by previous technologies. An example of this would be images of very early train cars, which were built to exactly resemble horse carriages.

6) **Address ways in which each participant will likely alter an already existing course that they regularly teach, or how a new course would replace one previously taught. We are interested to hear the staff participants discuss particular insights gained from this project that will help them in their regular work of assisting faculty in integrating digital tools and methods in their teaching.**

I continue to think it is worth investigating a range of options for co-teaching. I understand that the situation in which two instructors co-teach a single course is very costly for the institution. However, these team taught courses suggest another idea, which is a stipend structure for guest speakers in your course. Or two courses scheduled at the same time slot so that they could meet together at a couple of points across the semester. Otherwise, I would say that for me this CDTL was not a revolution because it wasn't supposed to be a revolution -- I've been working with some of these questions in my classes for years. I expect to do a better job with them as a result of this week's discussions.

**Emily Jones**

1) **How will you incorporate material and discussion from the CDLTI into your teaching and/or other responsibilities on campus?**

Our discussions last week helped me to think more critically about the way that I interact with technology in my research and teaching. In classes where I already use digital tools and encourage research on digital platforms, I will certainly integrate more discussion of the ethics of data creation and manipulation and more digital literacy (finding and evaluating digital sources with an eye to provenance and purpose). I have also learned about new tools and techniques for better integrating technology into my teaching and have been inspired by our discussions of project-based pedagogy to integrate that approach into my teaching.

2) **How successful was the workshop in accomplishing its goals?**

The workshop was extremely successful. We set out to educate ourselves about current approaches and debates in DH and to write a draft syllabus for the course we will be teaching in Spring 2017. We successfully drafted a syllabus and hashed out solutions to many of the practical problems that will face our course and became much more familiar with the field of DH. More importantly, we spent a lot of time discussing the particularities of Whitman and what a meaningful engagement with DH might ideally look like here. In addition, the combination of staff and faculty working on this project has encouraged us to think across that division and has given us new insight into the demands and responsibilities of those with unfamiliar roles on campus.

3) **How successful was the organization and leadership of the CDLTI?**

As one of the coordinators I am biased. I believe that the workshop as a whole was extremely well organized and led. Each day was comprised of two sessions, the second of which was facilitated by the three coordinators. The first session each day was led by a group of 2-4 of the participants in the group. These were exceptionally well planned and productive for our discussion of both the broad field of DH and our application of it to Whitman. Each group did an excellent job not only of introducing and provoking discussion on the material assigned to them, but also reflected on pedagogical approaches and forced us to think like students as well as instructors, something that was equally useful to faculty and staff.

4) **What are the student outcomes anticipated for the course? What knowledge, skills, and ways of thinking should students have acquired by the end?**
The way we have conceived of the course will strike a balance between specific skills (improved general computer competency, competency with tools related to text analysis, mapping, presentation design, possibly some very basic programming), critical engagement with the digital (digital literacy pertaining to source provenance, finding and identifying useful tools for individual projects), and theoretical engagement with the digital world. We anticipate that students will come away from the course with an appreciation for the digital world as research site and material as well as with an appreciation of digital tools as a new way to approach "traditional" research materials.

5) **We would like to see "a description of some specific assignments that use these tools and allow students to demonstrate some of the learning outcomes articulated for the course."**
Rather than organizing the course around tools, we have instead chosen to organize it around methodological approaches, namely Text Manipulation, Data Visualization, and Digital Storytelling. In each of these three units, students will interact with a discrete number of tools. Although these units are still being thoroughly developed, it seems likely that the Text Manipulation unit will engage with low-barrier text analysis tools like the Google Ngram Viewer and Voyant Tools, the Data Visualization unit will introduce Google Maps and a mobile data gathering tool called Fulcrum, and the Digital Storytelling unit will explore Omeka as a storytelling tool and introduce some very basic programming in order to create a Twitter Bot.

6) **Address ways in which each participant will likely alter an already existing course that they regularly teach, or how a new course would replace one previously taught. We are interested to hear the staff participants discuss particular insights gained from this project that will help them in their regular work of assisting faculty in integrating digital tools and methods in their teaching.**
I will be teaching a third year German course this fall focusing on Fairy Tales and will be using some of the text analysis software we discussed in the CDLTI to demonstrate some structural concerns in the stories. I have also been invited to visit an introductory Computer Science course to talk about those same fairy tale examples. I developed this material during the CDLTI and while at DHSI this summer. I also teach a course on Berlin (400-level) in which I use collaborative mapping to encourage students to engage with the city as a place. The CDLTI has given me a better theoretical background to consider how best to do this and has introduced me to some new tools that will be of use in improving that assignment. I am also planning on developing a Crossroads course with the OCS that would use the very mapping and mobile data gathering tools we will use in this course. I am planning on using that assignment as a road-test for that aspect of the Crossroads course. I also think that approach could be broadly applicable in the Social Sciences and possibly Natural Sciences as well as Humanities and would be happy to help others integrate it into their courses.

1) **How will you incorporate material and discussion from the CDLTI into your teaching and/or other responsibilities on campus?**
   I now have a clear set of objectives to fulfill to assist faculty in preparing for future courses. The workshop was crucial in determining what direction we need to take in our research into instructional technology options on campus- particularly in the realm of data visualization, digital textual analysis, and multimedia presentation platforms.

2) **How successful was the workshop in accomplishing its goals?**
   Extremely successful. I am confident that this group will move forward with future goals now that we have laid the groundwork for effective collaboration and have a shared intellectual vision.

3) **How successful was the organization and leadership of the CDLTI?**
   The organizers did an excellent job both with logistics and in leading sessions. They were great at keeping the group on task and making sure desired milestones were reached. They also took on a significant workload outside of formal sessions. It was obviously to me that they took their role as facilitators very seriously.

4) **What are the student outcomes anticipated for the course? What knowledge, skills, and ways of thinking should students have acquired by the end?**
   The course addresses several key threshold concepts in digital studies through both applied exercises and discussion-based exercises: data as constructed, the discursive nature of data visualization, and the power of digital tools in sculpting narratives (as well as the mirror of this concept- reading the digital tool "as narrative"). In each unit of the course, students will gain hands-on exposure to a a new digital tool while becoming equipped with the resources for critiquing the use of that tool, as well as thinking about the social, aesthetic, and political implications of the field of practice the tool represents. The units are cumulative so that the material generated in the session on geospatial visualization (to provide an example) could be subsequently used or referenced in the session on digital storytelling.

5) **We would like to see "a description of some specific assignments that use these tools and allow students to demonstrate some of the learning outcomes articulated for the course."**

One assignment prototype we discussed in some depth was the use of a mobile app to collect quantitative and qualitative data about locations on the Whitman Campus and around Walla Walla referenced in the student newspaper. This data would later be used in a small visualization/infographic exercise. The assignment makes use of a data gathering tool and a mapping tool (most likely Fulcrum and either Google Maps or Simile). In preparation for using these tools, the assignment requires students to think about the process of data collection, their research goals, and how subjective data such as images, sounds, and narrative text might be employed in the final project.

6) **Address ways in which each participant will likely alter an already existing course that they regularly teach, or how a new course would replace one previously taught. We are interested to hear the staff participants discuss particular insights gained from this project that will help them in their regular work of assisting faculty in integrating digital tools and methods in their teaching.**

The themes and tools addressed in this workshop are foundational in the Digital Humanities and I foresee that the instructional materials developed by staff in this course will probably be utilized again across a range of disciplines. We don't currently have a model for supporting assignments involving data visualization in languages and literature, nor do we have substantial documentation on how faculty might assign projects involving mapping or digital storytelling. The materials developed during the support of this course should work to address these deficiencies.

**Justin Lincoln**

1) **How will you incorporate material and discussion from the CDLTI into your teaching and/or other responsibilities on campus?**
I hope that I might draw on the skills and ideas of so many of the participants in my classes, perhaps class visits/ exchanges may be in order. Many of the workshop strategies that bridged digital practices or principles with analog processes have gotten me thinking of how to to that in my classes. Cutting and arranging key words into diagrams or outlines stood out as a good example of the flexibility of data and how it can be re-arranged.

2) **How successful was the workshop in accomplishing its goals?**
While the workshop was intense and expansive it was also energizing and re-assuring. I believe that there is a future for the welding of humanities and digital technology at Whitman.

3) **How successful was the organization and leadership of the CDLTI?**
The organization and leadership was utterly commendable. Pre-planning in small groups upped the ante compared to other CDLTIs with which I've been involved.

4) **What are the student outcomes anticipated for the course? What knowledge, skills, and ways of thinking should students have acquired by the end?**
Students should be have new means of manipulating texts, creating data visualizations, and acting as digital storytellers. While exposure to these areas may be brief, the context they will gain from a foundational understanding of data and it's uses in the humanities should plant a seed that can be carried into their other courses at Whitman.

5) **We would like to see "a description of some specific assignments that use these tools and allow students to demonstrate some of the learning outcomes articulated for the course."**
Voyant seems useful both in terms of text manipulation and data visualization.
My Processing text manipulation tool has reached a very workable form that can be shared and further developed on campus. Since it was developed as part of a Perry Fellowship this Summer. I'd be very proud to see it continue that development in our own small community. How will it effect students in the course to be able to use something developed here, to digitally explore the performative capacities of texts?

6) **Address ways in which each participant will likely alter an already existing course that they regularly teach, or how a new course would replace one previously taught. We are interested to hear the staff participants discuss particular insights gained from this project that will help them in their regular work of assisting faculty in integrating digital tools and methods in their teaching.**

I hope and think that the Digital Humanities CDLTI group can capitalize on network effects. We don't have to be isolated misfits. And as posted above: I hope that I might draw on the skills and ideas of so many of the participants in my classes, perhaps class visits/ exchanges may be in order. Many of the workshop strategies that bridged digital practices or principles with analog processes have gotten me thinking of how to to that in my classes. Cutting and arranging key words into diagrams or outlines stood out as a good example of the flexibility of data and how it can be re-arranged.

1) **How will you incorporate material and discussion from the CDLTI into your teaching and/or other responsibilities on campus?**
Many of our readings and exercises will spark new material in my Rhetorical Bodies class. Additionally, as COWS director I have an obligation to assisting students in all aspects of written and oral communication; much of what we brainstormed in this CDTLI transfers to the COWS context.

2) **How successful was the workshop in accomplishing its goals?**
Very!

3) **How successful was the organization and leadership of the CDLTI?**

Very!

4) **What are the student outcomes anticipated for the course? What knowledge, skills, and ways of thinking should students have acquired by the end?**
Over and over again we as a group emphasized that form and content are inseparable, and in fact are mutually constitutive. When we teach these skills to students, we must simultaneously teach the tools of critique and analysis of those tools. Our students will acquire new ways of reading (distant) and new ways to uncover research questions (big/smart data). These new methods will not eclipse their previous methods, but expand them.

5) **We would like to see "a description of some specific assignments that use these tools and allow students to demonstrate some of the learning outcomes articulated for the course."**
I'm very excited for the two assignments my smaller group created, which both build on skills and tools already available, but open possibilities to explore more tools. Because we have already spent some time developing an instance of Omeka for a previous course, we can use this collection to teach the students new ways of reading and creating stories. Additionally, since many students are already familiar with Twitter, our twitterbot story will alter their perceptions of what can be accomplished through this medium.

6) **Address ways in which each participant will likely alter an already existing course that they regularly teach, or how a new course would replace one previously taught. We are interested to hear the staff participants discuss particular insights gained**

**from this project that will help them in their regular work of assisting faculty in integrating digital tools and methods in their teaching.**

I will definitely incorporate some of the research methods, readings, and exercises into my Rhetorical bodies course. I may also consider altering my composition courses to include more digital options for composing critically.

**Ben Murphy**

1) **How will you incorporate material and discussion from the CDLTI into your teaching and/or other responsibilities on campus?**
Our workshop began with the theme of meta-DH, and specifically how important it is to incorporate questions about race, gender and class into discussions of technology. I have done this in a limited way in my Library 100 course, but this workshop has emphasized that these are themes that need to be woven throughout any course that deals heavily with information systems and the organization of information, as Library 100 does. Alan Liu, quoted in one of our readings, has asked how thinking critically about metadata, for example, might extend to thinking about power, finance, and inequality. I will be thinking more about this for the rest of the summer and into the fall.

Those of us in the library who teach information literacy and research skills often talk about the iterative nature of research. That is, an original interest should lead to collecting and reading sources, which will cause you to refine your original interest into a question, and perhaps require seeking new sources. So the process isn't (or shouldn't be) linear. We talked about iteration a lot in the workshop, but iteration of experimental projects using digital tools. For example, the first version of a project isn't ever a finished product, but requires iteration to get it to "work." I think this will be a useful analogy for teaching about research.

2) **How successful was the workshop in accomplishing its goals?**
I think it was very successful. The structure (small groups leading the activity or discussion) gave every participant the opportunity to share an area of expertise while also being exposed to something new or unfamiliar. I think having both faculty and staff together in this format allowed each participant to gain a better understanding of the types of 'digital thinking' that each of us do on a daily basis.

I also think the course successfully defined a vision for what digital studies can be at Whitman. Early in the week, we discussed avoiding the term 'digital humanities.' We did so for a number of reasons, but the most important is that the term is contested, and there is a large body of literature which attempts to define and describe 'digital humanities.' Several of our readings and discussions centered on the fact that many of these 'meta-debates' about disciplinary boundaries do not resonate with undergraduates, who are still in the process of learning the contours of their own disciplines and majors. Instead, we framed the course around 1) thinking about the digital and 2) learning digital tools and methods. We think that these two broad areas will be useful to any student at Whitman, and give them theories and skills they can incorporate into future coursework.

3) **How successful was the organization and leadership of the CDLTI?**
I cannot say strongly enough that Emily, Sharon and David did an excellent job structuring the week and incorporating all the participants' diverse views. On Tuesday, I didn't see how we would be able to reach consensus on even a draft syllabus. The fact that we did write a draft that everyone was mostly happy with is a testament to their leadership and their detailed planning for the week.

4) **What are the student outcomes anticipated for the course? What knowledge, skills, and ways of thinking should students have acquired by the end?**
This course will provide students the opportunity, as well as the necessary concepts and vocabularies, to critique the digital technologies and information systems that they interact with on a daily basis. This will also lead to an understanding that technological systems are socially constructed, not simply things that exist and are somehow neutral.

I would be reluctant to say that students will acquire competence in specific digital tools. Rather, they will gain exposure to and experience with different tools used for text manipulation and analysis, data visualization, and digital storytelling (broadly defined). Understanding some tools in these three areas, and how they might be used to answer particular research questions or share research, will be an outcome of the course. Students will gain the ability to experiment with tools not in order to master them, but in order to understand their affordances and limitations, and how one might imagine a better or different version of that tool.

5) **We would like to see "a description of some specific assignments that use these tools and allow students to demonstrate some of the learning outcomes articulated for the course."**
As noted above, the three themes text manipulation and analysis, data visualization, and digital storytelling (broadly defined) will limit the number of tools that will be introduced. I believe the coordinators have a sample assignment to share with the committee.

The unit I worked on during the week was the digital storytelling unit. We discussed multiple tools, but ended up focusing on Omeka, an open source web-publishing platform that is used for cataloging and displaying collections. The library and WCTS have supported its use in the classroom in the past. It's place in this unit serves to emphasize that every digital collection or representation tells some story, and students should learn how "read" digital resources as stories. Furthermore, Omeka allows us to ask how we might do collection differently. Is it just a new digital tool for asking the same questions? What does it do for us that an exhibit in a physical space does not? In focusing on this one tool, but also introducing some theory about narrative and more complex (in that they

require more coding ability) examples of electronic literature, students will get some hands on experience without being overwhelmed with multiple tools.

6) **Address ways in which each participant will likely alter an already existing course that they regularly teach, or how a new course would replace one previously taught. We are interested to hear the staff participants discuss particular insights gained from this project that will help them in their regular work of assisting faculty in integrating digital tools and methods in their teaching.**

Some of this I spoke to in question one above. But from a staff perspective, I think one of the main insights or takeaways is that designing, supporting and carrying out this type of digital project involves a lot of hidden labor. I think this workshop helped us all understand that this hidden labor is intellectual work and should be recognized as such. In working with faculty in the future, the workshop also reinforced the idea that when designing a digital project or assignment, you need to start small. I think all the participants now have a set of tools they could incorporate into other humanities or social science classes without entirely redesigning the course around the digital tool.

1) **How will you incorporate material and discussion from the CDLTI into your teaching and/or other responsibilities on campus?**
As a technology staff member, I will not be able to incorporate this in my teaching, but the experience will serve to enrich my work in supporting faculty teaching and research efforts as I now have a deeper understanding of the faculty perspective. I've experienced the process of thinking deeply and critically about an area of study, and how that might develop into a curriculum. I also feel I've gotten a glimpse into the work and the world of faculty at Whitman, which a better basis for mutual understanding and improved outcomes in any future faculty/staff collaborations I'm involved in.

2) **How successful was the workshop in accomplishing its goals?**
The workshop successfully immersed its participants in digital studies both functionally and in examining the practices critically. It also did a remarkable job in developing a syllabus as a parallel track.

3) **How successful was the organization and leadership of the CDLTI?**
The workshop organizers did a remarkable job of providing the necessary structure to keep the sessions organized, on time, and productive, while also leaving enough flexibility for daily content leaders to play to their individual strengths and interests. The success of the organization and leadership is exemplified by the success of the workshop in accomplishing its goals.

4) **What are the student outcomes anticipated for the course? What knowledge, skills, and ways of thinking should students have acquired by the end?**
While skills with digital tools may develop as a byproduct of using tools and techniques to gain an experiential understanding of how they work, the primary goal and intended outcome of their use will be to study them critically to develop an understanding of their potential benefits, but perhaps their limitations and potential misapplications.

Students will understand that any digital tools or digital studies techniques they use are non-neutral by their very nature; they transform data (or more specifically, capta, which itself is already transformed through its own creation) and necessitate the exclusion of nuance and context that provides much of the substance of humanities studies. With this understanding, students will discover ways to reframe the results of these tools and techniques to provoke further research questions that can embrace the nuance and context first lost in the process.

Students will also develop a more critical understanding of their individual use of technology overall; while most students (and faculty and staff, for that matter) are expert at using applications to perform various academic and social tasks in their lives, they are not typically aware of the systems and cultural forces that created the applications or mindful of their effects and limitations.

5) **We would like to see "a description of some specific assignments that use these tools and allow students to demonstrate some of the learning outcomes articulated for the course."**
This is answered by the syllabus?

6) **Address ways in which each participant will likely alter an already existing course that they regularly teach, or how a new course would replace one previously taught. We are interested to hear the staff participants discuss particular insights gained from this project that will help them in their regular work of assisting faculty in integrating digital tools and methods in their teaching.**

This experience has led me to think more critically about the assumptions that are embedded in tools and techniques by the disciplines that initially developed them, and how importing these wholesale across disciplines with fundamentally different value systems has the potential to distort the outcome.

Additionally, I deepened an existing unease with the tacit assumption that technology is a neutral, rational actor. I was already well aware that software is flawed because it's written by humans, and that any algorithm is only as good (or as bad) as the humans that created it. The readings and discussion broadened and deepened my understanding of the very non-neutral nature of technology, and added dimensions of influence that I had not previously considered, such as the difference between data and capta (the latter being the non-neutral result of an editorial process) and the multitude of assumptions or modes built in to many of the tools we rely upon daily.

Both of these insights will enable me to have more substantive and productive discussions with faculty as we work to find the best digital methods and tools for their needs.

**Nico Parmley**

1) **How will you incorporate material and discussion from the CDLTI into your teaching and/or other responsibilities on campus?**
I first began this CDLTI thinking simply about how I could become more versed in what Digital Humanities is and perhaps how to use more tools in the classroom. I thought it would be useful to me as a way to learn about, and incorporate a wider variety of, activities in the classroom. It could at least provide new ways to present material. While I now have some of these in my tool belt, I came away from the CDLTI with a much more complex and nuanced way of thinking about the role of digital technology in the humanities classroom and what it affords both student and instructor, in both teaching and research.

I first began to grasp this at the DHSI workshops at the University of Victoria, BC. Digital Humanities is not simply a flashy gadget that spices up a lesson plan, it affords (or can afford) new ways of thinking about familiar texts. I see it is a methodological paradigm and analytical tool which allows us to look beyond the traditionally accepted limits of text and book, even while looking at the book. For example, existing online digital tools allow readers and researchers the ability to do distant readings of texts; we are able to consider the entirety of a corpus (e.g. Shakespeare) and not just a single text (Hamlet), allowing us to follow, question, and analyze trends at the meta level, which may then inform specific and discrete questions of inquiry we have while doing close reading. Such tools arm us with questions, questions we could have never thought to ask because the data (or capta) were not there to be interrogated.

A favorite example of mine is of an undergraduate class charged with tagging (ascribing meaning to) certain key terms in a literary text for a computer to then process and analyze. Individually, they were instructed to tag for objects, spaces, people, etc. When the class reconvened, they had discovered that not all were in agreement as to whether or not a boat (an image that appeared in the text) was an object or a space, and a 45 minute critical discussion ensued. This, I believe, is emblematic of the Liberal Arts, and of the kind of learning I want in my classroom. In the above example, it does not matter if the boat is an object or a space; what matters is that students grapple with these critical questions, that meaning is not given or stable; meaning is always mediated. But they had to tell the computer something, right? How were they to choose? This very academic problem quickly becomes an ethical question, and an experience I hope our students are constantly struggling with.

2) **How successful was the workshop in accomplishing its goals?**
The workshop was successful, and exceeded my expectations. First and foremost, we created a syllabus! While many of us in the group are familiar with this process, designing a syllabus for a course that none of us has ever taught, in an entirely new field of study for Whitman (and to each of us to varying degrees), with a team of 13 faculty and staff, in one week is impressive. As it came together, I believe we were all impressed

with how easily ideas seemed to coalesce—even when we were not in agreement (Did I mention there were 13 of us writing one syllabus). This is all thanks to our coordinators who carefully scaffolded the week of readings and activities, where meta discussions of theory and ethics became practical categories of research and pedagogy. As we put the final touches on the working syllabus the last day of the workshop, we incorporated elements of that same scaffolding structure. Like the members of our CDLTI, the Digital Humanities course we teach in spring 2017 will have students from a wide range of disciplines, and the success of our motley crew is good news for the challenges such a course will present.

3) **How successful was the organization and leadership of the CDLTI?**
I have already spoken to this in my previous remarks, but I will add here that Emily, Sharon and David worked tirelessly to structure this course from the outset, and keep us on track the entire week. It could not have been a more tightly run ship. And it was great to see junior and senior faculty as well as technology staff work so well together to accomplish this goal. In particular, if I may, I am amazed at the leadership demonstrated by Emily Jones. As a junior faculty member on sabbatical, she went above and beyond, showing not only an acumen for the work, but a passion for the field.

4) **What are the student outcomes anticipated for the course? What knowledge, skills, and ways of thinking should students have acquired by the end?**
I imagine the coordinators will present this information in a more formal manner, but I would like to discuss briefly the learning outcomes most germane to my area of expertise, and those I presently find most interesting. As a literature scholar, I want students to be able to think about and question the materiality of a text. Is a text data? What makes it data? In terms of capturing data, what are the implications of selection? Based on what criteria do we include or exclude? Do we become authors? How important is contact with the exact primary source (i.e., the actual page and not a scan of the page)?

Beyond what specific tools we might use or define, most important for me is that students grapple with these meta questions, partly because I am still grappling with them myself. I do not want them to learn the tools, use them, and move on. I want them to interrogate the tools and the process. As mentioned above, Digital Humanities has the capacity to be/become a methodological paradigm with which we read familiar texts in new ways. As captured data computationally reveals otherwise impossible analyses, fascinating questions are forced upon us, and they (we) must learn to read them.

5) **We would like to see "a description of some specific assignments that use these tools and allow students to demonstrate some of the learning outcomes articulated for the course."**
Please see my response to question 4.

**6) Address ways in which each participant will likely alter an already existing course that they regularly teach, or how a new course would replace one previously taught. We are interested to hear the staff participants discuss particular insights gained from this project that will help them in their regular work of assisting faculty in integrating digital tools and methods in their teaching.**

In the immediate future, I do not foresee any drastic structural changes to my syllabi. That said, Data Visualization is a fascinating tool that can allow students to see the connections we could otherwise only talk about in class discussion. A simple web-based tool called Voyant would be sufficient for my SP342 Spanish poetry course, visualizing the connections between individual speakers and discrete terms. I already have an analog activity in which students color highlight economic, familiar, and bellicose terminology in the epic poem El Cid. When they see the different colors the students are always surprised to see how in a 12th-century epic poem, economic and familiar terms appear more frequently than those of war and violence. Data Visualization tools offer exciting possibilities with such analyses. I do not see myself replacing a course in the near or distant future, and I believe my answers to the previous questions address the other concerns of this question.

**Melissa Salrin**

1) **How will you incorporate material and discussion from the CDLTI into your teaching and/or other responsibilities on campus?**
This workshop will have immediate impact on my teaching. I intend to revise the grading procedures in Library 300 to incorporate the contract grading approach that we discussed this week. I also will incorporate some new assignments gleaned from syllabi that we discussed while generating our own. For example, I intend to use some assignments from Ryan Cordell's "Text, Maps, Networks: Digital Literary Studies" course in both Library 300 and in other classes that visit the archives. Inspired by our discussions, I hope to develop new classroom activities and document sets that help instructors (and ultimately, students) to think more about the digital and the analog and the affordances of each. I also hope that this new focus on the digital in the curriculum will enable us to gain traction as we work to make the Whitman community think more deeply about digital preservation practices across campus. As it stands presently, our entire campus community is not doing enough to ensure that the digital records of the college will be available in the future.

2) **How successful was the workshop in accomplishing its goals?**
This has been a very rich and rewarding week full of stimulating conversations and hands-on activities. I think our efforts this week have resulted in a very workable preliminary syllabus for the two-credit course. We answered a lot of practical questions (e.g., scheduling, promoting the course, etc.) as well as engaged with more theoretical issues in terms of what balance the course should have between discussions of theory and hands-on activities. This workshop was extremely effective because it brought together faculty and instructional staff, who already collaborate effectively in many other classroom experiences; this more formalized collaboration acknowledges the intellectual labor of instructional staff and ultimately, most importantly, provides students with the opportunity to engage with digital methodologies and new ways of thinking and doing that they can bring to bear on other disciplines.

3) **How successful was the organization and leadership of the CDLTI?**
Sharon, Emily, and David did a tremendous job coordinating this workshop. They provided ample opportunities for all Thinking Digitally members to contribute, both to the structure and to the content of our week. They also efficiently managed and documented each session. In short, this was a wonderful collaboration and I know that was in no small part thanks to their leadership and organizational skills.

4) **What are the student outcomes anticipated for the course? What knowledge, skills, and ways of thinking should students have acquired by the end?**
Students will have the opportunity to develop their digital literacy skills. Students will develop new strategies and ways of thinking critically about data, systems, and the digital world. They will learn to think more deeply about the digital and the analog and the

affordances of each. The course also responds to student interest in expanding opportunities to learn about the college and its interactions with larger local communities. Our goal is that students will take the more nuanced understanding of the digital world developed in this class and use it to engage in new ways with the content in their other courses.

5) **We would like to see "a description of some specific assignments that use these tools and allow students to demonstrate some of the learning outcomes articulated for the course."**
   In planning the syllabus, we divided the weeks into the following thematic units: foundations, text, data visualization, and storytelling. In the foundational unit, we will provide students with a list of key terms and ask them to create a concept map that demonstrates their understanding of these terms. Students will then comment on each other's concept maps to help underscore the many different ways we can connect these fundamental concepts. In the text unit, we intend to introduce students to TEI (Text Encoding Initiative) and have them learn to read a TEI source. After a transcription exercise, we will introduce the tagging of TEI and students will complete an exercise with colored pencils to help make concrete for them the nested nature of tagging. In this unit we will also introduce big text tools such as Ngram (unstructured data, premised on OCR) and ARTFL (structured data, premised on TEI tagging). Students will investigate these tools in groups and in class they will show each other how to use the tools. Students will learn about the advantages and disadvantages of unstructured (Ngram) versus structured (ARTFL) data. Students will also use an online cut-up generator as a way to deconstruct the text and to think more deeply about the ways in which the digital and the analog are both always already constituted in specific ways. As should be clear from my discussion here, the use of tools is always considered from a theoretical starting point. Also, the barrier to entry with the tools discussed above is low. While other thematic units may have tools that are slightly more challenging to learn, we were very much considering balancing things as we developed the course.

6) **Address ways in which each participant will likely alter an already existing course that they regularly teach, or how a new course would replace one previously taught. We are interested to hear the staff participants discuss particular insights gained from this project that will help them in their regular work of assisting faculty in integrating digital tools and methods in their teaching.**

   This workshop will have immediate impact on my teaching. I intend to revise the grading procedures in Library 300 to incorporate the contract grading approach that we discussed this week. I also will incorporate some new assignments gleaned from syllabi that we discussed while generating our own. For example, I intend to use some assignments from Ryan Cordell's "Text, Maps, Networks: Digital Literary Studies" course in both Library

300 and in other classes that visit the archives. I was particularly taken with his exercise in which students transcribe manuscripts by candle light in order to recreate for them the experiences of medieval scribes. Inspired by our discussions, I hope to develop new classroom activities and document sets that help instructors (and ultimately, students) to think more about the digital and the analog and the affordances of each.

**David Sprunger**

1) **How will you incorporate material and discussion from the CDLTI into your teaching and/or other responsibilities on campus?**
The materials we read will serve as a jumping off point for me into furthering my broad understanding of the field of Digital Humanities. As my understanding becomes broader and deeper, I will be increasingly able to help faculty and instructional staff in digitally imbued pedagogies and scholarship. Beyond what we read, the discussion our group had not only further informed my thinking, but also significantly increased my understanding of how courses are born and shaped at Whitman. This exposure will definitely help my future collaborations with faculty.

2) **How successful was the workshop in accomplishing its goals?**
Incredibly. Not only were we able to significantly shape our emerging knowledge of digital humanities, but we were able to craft a great preliminary draft of the syllabus for our proposed course!

3) **How successful was the organization and leadership of the CDLTI?**
I'm biased, because I'm part of that team. Having disclaimed myself thusly, I think the organization and leadership was phenomenal-- on task and on point all the way. I feel privileged and inspired by my powerful, wise, and kind collaborators.

4) **What are the student outcomes anticipated for the course? What knowledge, skills, and ways of thinking should students have acquired by the end?**
Briefly-- students will gain an understanding of how digital tools and methodologies can expand the horizons of academic inquiry, whilst simultaneously seeing how technology works in and through social, historical, and cultural contexts. By the end of the course, students will have been exposed to both theoretical and applied uses of digital tools in academic work.

5) **We would like to see "a description of some specific assignments that use these tools and allow students to demonstrate some of the learning outcomes articulated for the course."**
It's still relatively early in our process to be able to answer this question with precision. However, in our planning to date, we have emphasized introducing students to a limited set of tools which: 1) Have a low learning curve and are often free or readily available, 2) are grounded in the readings and in-class discussions we've had on theoretical issues surrounding digitally informed scholarship. Further, all members of our group are

invested in making sure that students, particularly during the class final project, do not attempt to do projects that are too demanding given time and resources.

6) **Address ways in which each participant will likely alter an already existing course that they regularly teach, or how a new course would replace one previously taught. We are interested to hear the staff participants discuss particular insights gained from this project that will help them in their regular work of assisting faculty in integrating digital tools and methods in their teaching.**

The CDLTI-funded experience will help me collaborate with faculty in numerous ways. Pragmatically, I have gained a deeper understanding of how courses are designed and planned, including issues of course load, student capacities, approval processes, etc. This will help me in the conversations I have with faculty about timing and resources for courses they teach. Beyond these practical issues, the experience has become part of my developing understanding of how Humanists (and other scholars) are deeply incorporating digital methodologies into their teaching and scholarship. Sometimes these methodologies are relatively easy to incorporate into existing courses. Other times, they require significantly altering a course. To have this kind of design and integration "literacy" as part of my skill set is proving critical in helping shape and inform teaching, learning, and scholarship at Whitman.

<div align="center">**DRAFT Course Description**</div>

**Title: Thinking Digitally:**

This course interrogates the information, machines, and systems that structure our lives. Using our community as source of materials and a laboratory, students will work collaboratively to design critical research questions that can be answered using digital tools. Students will construct and reconstruct the Whitman campus and Walla Walla community by using innovative text analysis tools, creating interactive maps, and making multimedia stories. We will investigate practical, ethical, intellectual, creative, and critical interactions between the digital and non-digital worlds through text manipulation, data visualization, and storytelling. Students will explore systems of knowledge, use tools to structure and work with many kinds of data, and articulate some debates about digital research methodologies. This course will be taught by experts in a variety of fields and has no prerequisites. No prior knowledge of digital research or tools is required.

**Rationale** (for Course Proposal Form)
This course will be useful for students across all disciplines. It is a place where digital studies, both digital tools and methods as well as theories of technology can be learned in a way that is creative, practical, and analytical. It will help students frame questions that can be answered through digital means, explore which tools are best suited to answer these questions, as well as understand the limitations and biases of the digital. Since the course is centered on Whitman Campus, it will also help student understand their community, both past and present, and learn how knowledge constructs spatial and community identity.

**Resource and Staffing Implications (for Course Proposal Form)**
This is taught by a team of 13 professors and staff who prepared for the course through a workshop funded by the CDTLI. The course is funded by ITL and is taught as an overload by the faculty involved.

**Additional Information:**
This will be a 2 credit course taught under the rubric of Interdisciplinary Studies at the 200 level. It will have a cap of 20 students. It will meet twice a week.

**SAMPLE Assignment**

**Assignment #x: Mobile Mapping and Data Collection**
Due Date:

Objectives:
- Engage with the ethics of developing a data schema
- Consider the relationship of text to geo-spatial data and physical space/place
- Consider the usefulness of objective and subjective data
- Collaboratively collect data
- Gain some familiarity with mobile data gathering technology
- Gain some familiarity with Google maps and map annotation
- Consider the differences between digitally and non-digitally gathered data

Connections: Explicit and implicit connections to be made with other units or lessons

Preparation:

- Create documentation and workflow for
    - mobile data collection app
    - Google map
- Create data schema
    - Categories for a variety of objective data (GPS coordinates, observations about location) and subjective data (adjectives to describe atmosphere, eg.)
- In class preparation for homework/lab assignment (Discussion led by
_____)
    - Explicit goals of the assignment
    - Show example(s) of annotated Google maps and brainstorm about the usefulness of maps for understanding/interacting with texts and other kinds of data
    - Discuss the nature of collaborative (crowd-sourced) data. What are its limitations and affordances?
- In class recall/discussion of homework/lab assignment (Discussion led by
_____)
    - Present annotated map with student-gathered data: What interpretations does it enable or suggest? What are some limitations of the map as data/presentation tool/interpretation of source material?
    - Discuss the limitations and affordances of this data schema: How did the available categories of data shape your experience of the space and your thinking about the source material? → Creating datasets is NOT neutral and can impact the outcome.

Assessment:
- *Here would be a discussion of how to assess this assignment in the context of our overall grading scheme. Assignment designers would suggest a rubric for grading (if*

*appropriate). This information would also be communicated explicitly to students with the assignment.*

Handout for students/lab manual:

*This kind of handout will provide instruction, outline learning goals, and suggest questions for reflection and discussion.*

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●
**Assignment/Lab #x: Mapping Whitman Journalism**

**Materials:**
- Mobile device with _____ software installed
- Paper and writing implement

**Estimated time required:** 30-45 minutes (may vary depending on distance traveled)

In this lab/assignment, you will be collaboratively collecting geospatial data about the places covered by the Whitman Pioneer. Consult the latest issue of the Pioneer and go to one of the locations mentioned in it (with a partner?). First, jot down your observations about the location without consulting the form provided in the app. Then, using the mobile data collection app _____, record the GPS coordinates and fill out the other necessary data fields with your observations of the location. This data will be populated to a Google form and visualized as a Google map.

**Questions for reflection:**
- How do your observations on paper differ from the data you entered into the app?
- What categories of data would you like to have recorded that were not solicited in the app?
- What might you learn from seeing the locations covered in the Pioneer represented on a map? How do your observations of those locations change your perception of the stories in the paper and their coverage?

Grading:

*Here would be a description of how this assignment will be graded and by whom.*

# Thinking Digitally
Schedule for CDLTI Workshop
July 18-22, 2016

| Day | Time | Readings and Topics<br>● Denotes central reading<br>○ Denotes supplemental readings<br>* These texts are from Schreibman, Siemens, Unsworth: *A New Companion to Digital Humanities* |
|---|---|---|
| **Monday, July 18** | 8:30-9:00 | *Coffee and light breakfast* |
| | 9-10:30 | **Meta-DH** (Lydia McDermott and Melissa Salrin)<br>● **Warwick:** Building Theories or Theories of Building? A tension at the Heart of Digital Humanities*<br>● McPherson: "Why are the Digital Humanities So White? or Thinking the Histories of Race and Computation"<br>● Wysocki: The Sticky Embrace of Beauty<br>  ○ Sirc: "Box Logic" |
| | 10:30-10:45 | *Coffee Break* |
| | 10:45-12:15 | **How (not) to teach our course**<br>1. Discussion of Cordell, Ryan. "How Not to Teach Digital Humanities."<br>2. Each participant will review one sample syllabus. Assignments and links follow at the end of this document!<br>3. Brainstorming ideas for course proposal/description (course goals, skills, broad outlines of content) – possibly starting in small groups, facilitated by one of the coordinators.<br>  ○ Please think about the following in advance of this session:<br>    ■ Bring one course goal and one learning objective to discuss<br>    ■ What should we consider when choosing content to work on? |
| | 12:30-1:30 | Bag lunch - roundtable about courses at DHSI 2016 |
| **Tuesday, July 19** | 8:30-9:00 | *Coffee and light breakfast* |
| | 9-10:30 | **Manipulating Text** (Emily Jones, Colin Justin, Justin |

| | | |
|---|---|---|
| | | Lincoln, Mike Osterman)<br>● **Jockers and Underwood:** Text-Mining the Humanities*<br>● [Kirschenbaum: The Remaking of Reading: Data Mining and the Digital Humanities](#)<br>● Young-Hae Chang Heavy Industries: [What is an intellectual?](#)<br>● Young-Hae Chang Heavy Industries: [Artist's Statement](#)<br>   ○ [Crawford: Artificial Intelligence's White Guy Problem](#) |
| | 10:30-10:45 | *Coffee Break* |
| | 10:45-12:15 | **Balancing theory and application**<br>1. Coordinators present draft course description (prepared by coordinators, based on Monday discussion)<br>2. Discussion of [Drucker: "Introduction to Digital Humanities"](#) facilitated by one of the coordinators.<br>   ○ This is lengthy. Please skim the Introduction and Student Projects sections and think about how to structure our course around theory and application.<br>3. Brainstorm semester structure (modules, lecture/lab/workshop, presentation of materials, project-related streams, project-based end of the semester) – possibly starting in small groups, facilitated by one of the coordinators. |
| **Wednesday, July 20** | 8:30-9:00 | *Coffee and light breakfast* |
| | 9-10:30 | **Making and Using Data** (Amy Blau, Sarah Hurlburt, Nico Parmley)<br>● [Bradley: "Silk Purses and Sow's Ears: Can Structured Data Deal with Historical Sources?](#)<br>● [Owens: "Defining Data for Humanists: Text, Artifact, Information or Evidence?"](#)<br>● [Heuser and Le-Khak: "Learning to Read Data: Bringing out the Humanistic in the Digital Humanities"](#)<br>● [Schöch: "Big? Smart? Clean? Messy? Data in the Humanities"](#)<br>   ○ **Hughes, Constantopoulos, and Dallas:** Digital Methods in the Humanities: Understanding and Describing their Use across the Disciplines |

| | 10:30-10:45 | *Coffee Break* |
|---|---|---|
| | 10:45-12:15 | **Teaching Collaboration**<br>1. Finalize collaborations for development of complete syllabus (1-several collaborators per chunk of syllabus)<br>2. [Elbow: "A Unilateral Contract to Improve Learning and Teaching"](#)<br>3. [Miriam Posner: Contract Grading](#)<br>4. Brainstorm assignments -  facilitated by one of the coordinators |
| **Thursday, July 21** | 8:30-9:00 | *Coffee and light breakfast* |
| | 9-10:30 | **Data Visualization** (Sharon Alker and David Sprunger)<br>● **Drucker:** Graphical Approaches to the Digital Humanities*<br>● [Moretti: "Graphs" from *Graphs, Maps, Trees*](#)<br>● [Segel and Heer: "Narrative Visualization: Telling Stories with Data"](#)<br>● [Journalism in the age of Data (especially minutes 14:53-32:26)](#) |
| | 10:30-10:45 | *Coffee Break* |
| | 10:45-12:15 | **Assignments and Assessment**<br>1. Workshop syllabus chunks with collaborators |
| **Friday, July 22** | 8:30-9:00 | *Coffee and light breakfast* |
| | 9-10:30 | **Studying the Digital** (Rachel George and Ben Murphy)<br>● **Shep:** Digital Materiality*<br>● [Boellstorff: "A typology of ethnographic scales for virtual worlds"](#)<br>● [Mak: "Archaeology of a digitization"](#) |
| | 10:30-10:45 | *Coffee Break* |
| | 10:45-12:15 | **Summary and further planning**<br>1. Present results of Thursday workshopping – skeleton plan for syllabus<br>2. Plan steps and timeline for proceeding – how to complete syllabus, when to file course proposal, distribution/other credits, course marketing – facilitated by one of the coordinators |

Sample Syllabi for review on Monday:

- **Lydia:** Ryan Cordell "Texts, Maps, Networks:  Digital Literary Studies" http://f14tmn.ryancordell.org
- **Melissa:** Katherine Faull "Data Visualization for DH" http://datavizfordh.blogs.bucknell.edu
- **Justin:** Paul Fyfe "Interpretive Machines" https://commons.mla.org/deposits/objects/mla:630/datastreams/CONTENT/content
- **Mike:** Katherine D Harris "Digital Literature:  The Death of Print Culture?" http://www.sjsu.edu/faculty/harris/DigLit_F10/Introductions.htm
- **Colin:** Lauren Klein:  "Digital Humanities" http://lkleincourses.lmc.gatech.edu/dh12/syllabus/
- **Emily:** Alan Liu "Hacking Literary Interpretation:  Using Digital Methods to Read Literature" http://english197s2015.pbworks.com/w/page/93127947/FrontPage
- **Nico:** Lillian Manzor and Paige Morgan "Introduction to Digital Humanities" https://drive.google.com/a/whitman.edu/file/d/0BwmeOZdY9oiPLU9DS1I0QXc1NEU/view
- **Sarah:** Jeffrey McClurken "Adventure in Digital History" http://dh2010.umwblogs.org/draft-syllabus/
- **Amy:** Miriam Posner "DH101" http://miriamposner.com/dh101f14/
- **David:** Jentery Sayers "Tools, Techniques & Culture" http://jenteryteaches.com/2011/150/about/
- **Sharon:** Jesse Stommel "Digital Humanities:  The Intersection between Computers, Digital Technology, and the Humanities" http://www.jessestommel.com/digitalhumanities/
- **Ben:** Annie Swafford "Virtually London:  Literature and Laptops" https://hawksites.newpaltz.edu/virtuallylondon/
- **Rachel:** Michael Ullyot "Hamlet in the Humanities Lab" http://ullyot.ucalgaryblogs.ca/teaching/hamlet/

**Thinking Digitally:**

| Week | Date | Day | Topics |
|------|------|-----|--------|
| Foundations | | | |
| 1 | 1.17-1.20 | 1 | Introduction and Beginnings <br> ● Theory <br> ● Authorship <br> ● Digital Culture |
| | | 2 | Access and Ethics <br> ● Data structures/metadata <br> ● Collecting |
| 2 | 1.23-1.27 | 1 | Content and/or Form? <br> ● Digital composing, design/content <br> ● Design <br> ● Form <br> ● Program in processing |
| | | 2 | Big and/or Smart Data <br> ● Big/Smart Data <br> ● Data is/as constructed <br> ● Reading/interrogating Databases <br> ● Forming Research Questions |
| Manipulating Text - Sarah Hurlburt, Rachel George, Emily Jones, Justin Lincoln | | | |
| 3 | 1.30-2.3 | 1 | **Data lost, data saved: From Source to Text** <br><br> Analog and Digital Text access <br> ● Transcription <br> ● Markup <br><br> Homework: intro to TEI + compare/attempt to read TEI source |
| | | 2 | Marking up Text: Intro to TEI <br> ● Discussion/comparison of TEI source texts and sites from homework <br> ● Distribute copies of examples from transcription exercise (we want everyone to be working on the same texts, so these need to be uniform) <br> ● Colored pencils exercise <br> ● Discussion about data "found" and data "lost" <br> Homework: Students divide up tools and explore ARTFL and NGram tools.  In class, they first compare results and impressions with other people who played with the same tool, |

| | | | and then they show each other how to use the tools. What kinds of questions can you ask using this kind of word frequency graph? |
|---|---|---|---|
| 4 | 2.6-2.10 | 1 | Intro to Big. Text. Tools.<br>● Google NGram<br>● OCR and Voyant Tools<br>● ARTFL - "clean" corpus study<br>   ○ OCR versus TEi tagging<br><br>**Possible blog post topic:** a one page screen capture plus paragraph of critical reflection of a product/outcome, broadly understood (a non-result is also a result, or a criticism of why something is not effective)<br><br>HW preparation (for day 4): -DIY History at U Iowa cookbooks (https://diyhistory.lib.uiowa.edu/collections/show/7)<br>- Other examples of big sets for reflection and comparison, crowdsourcing and social media (#tagging)<br>- Task involving exploring tagging, to be handed in on 3x5 cards for discussion |
| | | 2 | Hashtagging vs. TEI Tagging:<br><br>● Advantages and disadvantages of structured and unstructured data as a foundation for analysis. Pro and cons of automated tagging.<br><br>HW for Day 5: Discovery assignment - artist analyses, online cut-up generator, word art, etc |
| 5 | 2.13-2.17 | 1 | Discussion + lab day on deconstruct(ed)ing text |
| | | 2 | Performing the Archive<br>   Possible guest lecture: Jessica Cerullo and David Schulz |
| 6 | 2.20-2.24 | 1 | Transition and Final Project Scaffolding Day<br><br>**Possible Blog Post:** Reflection text units<br><br>To wrap up the unit, we'll have 3 groups brainstorming projects they could do with one of the three sub-unit tools (Structured text and transcriptions; unstructured text and mining as reading ; deconstructed)<br><br>Homework: Study and compare examples of data visualization. What makes a visualization effective? |
| Data Visualization - Amy Blau, Emily Jones, Colin Justin, Mike Osterman, Nico Parmley | | | |

| | | 2 | Principles of visualization - making data readable<br>● Ethics of data structure, collaborative data collection<br>● Introduce mobile app for data collection. Students will use the app to collect data throughout this unit.<br>Homework: Collect 1-3 data points with mobile tool. |
|---|---|---|---|
| 7 | 2.27-3.3 | 1 | Network Analysis<br>● Some examples of network analyses from the music scene<br>● How can network analysis make connections visible?<br>● What kinds of research questions can this approach anwer?<br>Homework: tutorial on a simple network analysis tool and some examples. Continue collecting map data with mobile tool. |
| | | 2 | **Lab Day**<br>Network Analysis<br>● Students play with a simple network analysis tool to examine connections within the class. We will gather some data for this exercise in the initial questionnaire students fill out.<br>● Discussion of data categories, ethics of data collection<br>Homework: Explore Todd Presner's Hypercities project. Continue collecting map data with mobile tool. |
| 8 | 3.6-3.10 | 1 | Mapping Meaning<br>● Introduction to geospatial data visualizations<br>● Examples of scholarly mapping tools<br>Homework: Tutorial on Google Sheets/Google Maps |
| | | 2 | **Lab Day**<br>Deep Maps<br>● Students play with visualizing the data they have gathered on a Google map. Discussion of deep mapping, ethics of data creation, authorship and exclusion in setting data parameters. |
| | 3.13-3.24 | | Spring Break |
| 9 | 3.27-3.31 | 1 | Principles of presentation and tools for presenting<br>● posters, Powerpoint/Prezi, Omeka<br>● Students revisit the data they have gathered (or look at the spring break data) and brainstorm ways of presenting it effectively. |
| | | 2 | Transition/Final Project Scaffolding Day<br>● Scaling visualizations to data<br>● Data visualization as narrative? |
| Digital Storytelling | | | |

| 10 | 4.3-4.7 | 1 | **Reading Stories**<br>Reading:<br>● What, traditionally, is a story? Eg., For Sale, Baby Shoes, Never Worn;<br>● Series of quotes about reading? And on "storytelling."<br><br>Possible blog post: Homework: Reflect on the question: What is a story? What story do you create from reading the course blog? |
|---|---|---|---|
| | | 2 | **Electronic Literature**<br>Reading - Electronic literature:<br>● Christine Wilks, Underbelly<br>● Shelly Jackson "My Body"<br>Homework for next week:<br>● Make a story in five pictures in flickr or instagram |
| 11 | 4.10-4.14 | 1 | **Making Stories**<br>Reading:<br>● Examples of Omeka exhibits<br>● Bonnie Mak<br>Homework: explore Omeka |
| | | 2 | Lab Day<br>Building an Omeka collection<br>● Hands-on with Omeka<br>● Building a collection as story in group.<br>● Read: Sirc, "Box Logic" |
| 12 | 4.17-4.21 | 1 | **Telling Stories**<br>Present Omeka Exhibits to class - with some added content/your own pictures<br>● Exquisite Corpse - homework for students to gather text, and write their own text - possibly the story of the class(but we don't tell them this yet). |
| | | 2 | **David, Lydia**<br>Disseminate Exquisite Corpse story through Twitterbot |
| 13 | 4.24-4.28 | 1 | **Final Projects - Structure and Assignment under development** |
| | | 2 | |
| 14 | 5.1-5.5 | 1 | |
| | | 2 | |
| 15 | 5.8 | 1 | **Last Day of Classes** |