

University of Toronto Faculty of Information

INF2256 – Digital Scholarship

Course Information

Winter, 2024

Time: Tuesday, 6.00-8.00pm

Room: BL507

Instructor Information

Instructor: Chris Young, Ph.D.

Email: christopher.young@utoronto.ca

Office Hours: By appointment on Zoom

Calendar description

This course examines the sources of data, methods of inquiry, and dissemination outputs in current threads of digital scholarship across the humanities, social sciences, and sciences. Digital scholarship facilitates new modes of research and learning that challenge and alter the way we think about scholarship in academic and public discourse. Topics in digital scholarship frequently intersect with legal, labour, and advocacy issues around access, preservation, and knowledge mobilization. Information professionals are increasingly required to provide support services in data management, specialized software and tool training, and publishing. The skills and knowledge to be taken away by the student include both the theoretical and methodological knowledge above, as well as hands-on experience with current projects, software and technologies, and to create a digital scholarship project to support an organization's goals and strategies.

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1. Expectations and Objectives

Course Outline and Objectives

Digital scholarship is a growing community of practice in post-secondary and cultural institutions that requires new modes of research and learning to challenge and alter the way we do scholarship. The information professions, especially librarians, archivists, and museum professionals, have spearheaded research and learning services in support of knowledge organizations' need to rapidly curate and publish dissemination outputs for academic and public discourse. Digital scholarship has become an essential part of the humanities, social sciences, and sciences research process as can be found in the data and collection repositories, analytical and visualization tools, and partnerships that have emerged in recent years. Amongst this plethora of resources has emerged the field of digital scholarship to support and develop research and learning services across the information professions through journals, conferences, and trade publications. The academic rationale behind this course is to introduce graduate students to the topics and issues in the field of digital scholarship, while also questioning the ways in which digital tools, methods, and publications can exacerbate inequalities and injustices.

The course learning objectives are to familiarize students with current thinking within digital scholarship. The core focus for every question asked will be how digital technologies impact the ways we gather and analyze data and produce knowledge dissemination outputs to increase academic and public discourse. To that end, students will be first introduced to concepts and theory surrounding the field of digital scholarship, the production and curation of research data, methods of inquiry to analyze and visualize data, research data management and post-custodial relationships with partners, and the sustainability of digital projects to ensure long term access and preservation to any knowledge dissemination output.

Course Format

Classes will follow the format of a 1-hour lecture and class discussion, followed by a 1-hour project and tool workshop. The lecture and class discussion sessions will examine the weekly topic or issue in digital scholarship. The project and tool workshop will be dedicated to discussion around a specific digital project where students analyze and critique how these projects and tools impact research and public knowledge. Students are expected to contribute to discussions of core arguments, traditions, and influential threads of digital scholarship across the information professions.

Course Learning Outcomes

Upon successful completion of the course, students will be able to:

1. Describe, analyze, and critique digital scholarship issues and arguments using interdisciplinary theories and methods (demonstrated through in-class activities and in all assignments);

2. Evaluate the sustainability, accessibility, and management of digital scholarship projects (demonstrated through in-class activities and in assignment 1);
3. Evaluate the integrity and reliability of tools, systems, and technologies used in digital scholarship (demonstrated through in-class activities and in assignment 2);
4. Apply digital scholarship principles and practices in a variety of project contexts (demonstrated in all of the assignments);
5. Describe the role and importance of digital scholarship in an organization and identify projects and tools that support organizational goals and strategy (demonstrated through in-class activities and in all assignments);
6. Develop a project that applies digital scholarship principles and practices to ensure the project is accessible, sustainable, and equitable (demonstrated through in-class activities and in all assignments).

Relationship MI Program Learning Outcomes

Digital scholarship is a topic that requires students to apply a range of concepts, theories, and practices derived from a range of information-related disciplines (Program Outcomes 1 & 2). As digital scholarship becomes an increasingly studied area of research, students will develop the ability to contribute through research to the continuous expansion of knowledge in digital scholarship, including the sub-body of knowledge underlying the information and archival sciences (Program Outcome 3). Digital scholarship's historical centrality to the preservation and dissemination of human knowledge, means that the evolving modes of research and learning are a core concern for information professionals, especially those who work to ensure access to knowledge (Program Outcome 2). Understanding the changing forms of digital scholarship, requires a synthesis of theoretical and practical knowledge, linking theories of interpretation to specific encoding and digitization technologies, which will be explored in the digital project review, digital tool review, and digital project assignments (Program Outcome 4 & 5). The knowledge and skills developed by students in this course will enable them to facilitate new modes of research and learning in their professional careers and life beyond the course and program (Program Outcome 6).

2. Assignments and Grading

Overview

This course has a hybrid structure that mixes lectures, group and class discussion, and workshops to study the projects and tools of digital scholarship. Final grades will be assessed based on the performance of each task/assignment according to the weighting below. The result will be a produced digital pedagogy resource that combines the course's theoretical dimension with the practical needs of an organization's goals and strategies. A premium is put on any kind of digital pedagogy resource that facilitates a new mode of research and learning. The assignment structure is iterative by design. The project and tool review assignments allow students to examine and

evaluate these objects while applying digital scholarship principles and practices learned in the course. The final digital pedagogy resource assignment builds on the foundational knowledge acquired in the course and in the project and tool review assignments to develop a sustainable digital pedagogy resource that meets an organization's goals and strategies.

Class Participation and Attendance (20%)

- Students will actively participate in class during the group discussion and workshop portions of the class. Students will be evaluated individually on their participation in our class. The aim of class participation is to get students to think critically about the course material during the class and to work through the knowledge and skills required to complete the assignments (Detailed instructions on Quercus Assignment section).

Assignment 1: Project Review (20% Due Week 5)

- For this individual assignment, students will write a 1,000 to 1,500-word individual review that examines and evaluates the sustainability, accessibility, and management of a digital scholarship project (Detailed instructions on Quercus Assignment section).

Assignment 2: Tool Review (20% Due Week 8)

- For this individual assignment, students will write a 1,000 to 1,500-word review that examines and evaluates the integrity and reliability of a tool, system, or technology used in digital scholarship activities (Detailed instructions on Quercus Assignment section).

Assignment 3: Digital Pedagogy Resource (40% Due Week 12)

- For this individual assignment, students will create a digital pedagogy resource that facilitates modes of learning and challenges the way we think about scholarship in academic and public discourse. Digital pedagogy resources can be lesson plans, workshops, or overviews on how to develop skills and knowledge around a digital tool or technology. Students will submit a 500-word reflection on the rationale and development of their produced resource and present their project in a lightning talk format in the final week of the course. The breakdown of the assignment will be 30% pedagogy resource, 5% reflection, and 5% presentation (Detailed instructions on Quercus Assignment section).

Required texts

- All course texts will be made available on the Course Schedule section towards the end of this syllabus and the Library Reading List tab in Quercus as PDF files or hyperlinks, such as journal articles, chapters of books, and online essays.

Assignments, Due Dates and Lateness Penalties

All formal assignments must make consistent use of an accepted citation format (preferably APA style). The use of reference managers (e.g., Zotero, Mendeley, or EndNote) is highly recommended. All work is due on the dates and times indicated in the course timeline. Late assignments will incur a 10% late penalty per week. All assignments are also to be handed in via Quercus. Deadline extensions will be granted only with authorized documentation or at the instructor's discretion.

Grading

Please consult the Faculty of Information's resources that will form the basis for grading in the course.

- [Grade Interpretation Guidelines \(PDF\)](#)
- [University Assessment and Grading Practices Policy](#) (Note: if nothing will be handed back before the final date to drop without penalty, that should be stated in the syllabus.)
- [Guidelines on the Use of Incomplete \(INC\), Standing Deferred \(SDF\), & Withdrawal \(WDR\)](#)

Evaluation will be carried out in accordance with the University Assessment and Grading Practices Policy. Please refer to the [grading policy on the governing council website](#).

Request an Assignment to be Regraded

Students may request for their assignment to be regraded. Students are required to submit in writing by email their request to the course instructor which demonstrates how their assignment addressed the assignment requirements and conditions for a higher grade in the grading rubric (provided on Quercus assignment description). Once received the course instructor will review the request and provide written feedback by email to the student which outlines why their assignment will or will not be regraded. If the assignment is regraded, the course instructor will provide the new grade in their written email response.

Rounding Grades

No assignment grades are rounded. For example, if a student receives 79% on an assignment it will not be rounded up to 80%. Likewise, if a student receives 81% on an assignment it will not be rounded down to 80%. However, at the end of the course when all the assignment grades are tabulated some final grades may be rounded up or down to the nearest percentage point. For example, if a student ends the course with 78.4% their final grade will be rounded down to 78%. If a student ends the course with 78.5% their final grade will be rounded up to 79%. In circumstances where a student's final grade is rounded up to within a percentage point of a letter grade, such as 79%, their final grade will be rounded up to that higher letter grade, such as 80% (A-).

3. Rules and Regulations

Acknowledgement of Traditional Land

The following is the [University approved land acknowledgement statement](#) for official ceremonies (Ceremonial Committee, Governing Council):

"I (we) wish to acknowledge this land on which the University of Toronto operates. For thousands of years it has been the traditional land of the Huron-Wendat, the Seneca, and the Mississaugas of the Credit. Today, this meeting place is still the home to many Indigenous people from across Turtle Island and we are grateful to have the opportunity to work on this land."

See also, the [Faculty of Information's Commitment to the Findings and Call for Action of the Truth and Reconciliation Commission \(PDF\)](#) that was approved at the Feb. 4, 2016 Faculty Council.

Equity and Diversity Statement

The University of Toronto is committed to equity, human rights and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect where all members of our community can express themselves, engage with each other, and respect one another's differences. U of T does not condone discrimination or harassment against any persons or communities.

The Equity, Diversity, and Inclusion Unit (EDIU) at the School of Information, in collaboration with U of T community members, works to promote and encourage an equitable and inclusive work and classroom environment, free from discrimination and/or harassment based on any of the code grounds. The EDI Unit is responsible for developing and delivering EDI programs and services, works with all stakeholders, and provides confidential services. Key areas of services include:

- Training and educational opportunities
- Community building and engagement
- Systemic change initiatives
- Providing confidential advice/consultations
- Supports with resolving concerns of discrimination and/or harassment

EDIU Complaints Resolution Assistance Process:

- Meet with individuals (all stakeholders) to listen and discuss concerns or questions related to any of the human rights protected grounds
- A complaint is not necessary to approach the EDI Director with questions or to seek information
- Talk about options available for resolution assistance, including informal and formal complaint options

- Provide referrals or liaise with other departments or stakeholders where necessary
- Maintain confidentiality of queries that people bring forward as legally required.
Limitations to confidentiality are discussed if safety is raised
- No steps are taken to address a complaint without consent

Please note, there will be changes to this process in the near future; however, if you do have any questions/concerns, feel free to reach out to ediu.ischool@utoronto.ca

FOI Equity, Diversity, and Inclusion Unit (EDIU)

Website: [Equity, Diversity & Inclusion Resources - Faculty of Information \(iSchool\) | University of Toronto \(utoronto.ca\)](#)

Tri-Campus Equity Offices

U of Toronto Tri-Campus Equity Offices

Website: [Equity Offices – The Division of People Strategy, Equity & Culture \(utoronto.ca\)](#)

- AODA Office
- Anti-Racism & Cultural Diversity Office (ARCD0)
- Family Care Office
- Office of Indigenous Initiatives
- Sexual & Gender Diversity Office (SGDO)
- Sexual Violence Prevention & Support Centre (SVPSC)

Related Offices (websites):

[Community Safety Office – University of Toronto \(utoronto.ca\)](#)

[First Nations House - UofT Student Life \(utoronto.ca\)](#)

[Wellness – The Division of People Strategy, Equity & Culture \(utoronto.ca\)](#)

[Multi-Faith Centre for Spiritual Study & Practice - UofT Student Life \(utoronto.ca\)](#)

Student Behaviour

All students registered at the University of Toronto are required to conduct themselves in a respectful manner. The Code of Student Conduct applies and will be enforced regardless of the physical location where students are undertaking their studies. For more information, see [Code of Student Conduct \(December 13, 2019\)](#) from The Office of the Governing Council, Secretariat.

Academic Integrity

Please consult the University's site on [Academic Integrity](#). The Faculty of Information has a zero-tolerance policy on plagiarism as defined in section B.I.1.(d) of [the University's Code of Behaviour on Academic Matters \(PDF\)](#). You should acquaint

yourself with the Code. Please review the material in Cite it Right and if you require further clarification, consult the resource [How Not to Plagiarize \(PDF\)](#).

Cite it Right covers relevant parts of the U of T [Code of Behaviour on Academic Matters \(1995\)](#). It is expected that all Faculty of Information students complete the [Cite it Right module and the online quiz](#) prior to the second week of classes of their first term.

Accommodations

Students with diverse learning styles and/or accessibility needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach me, student services and/or the Accessibility Services Office as soon as possible. Students who believe they require accommodations and are unsure where to begin can speak to an academic advisor in student services for guidance and referrals.

Accessibility Services staff are available by appointment to assess specific needs, provide referrals to supportive services and arrange appropriate accommodations. The sooner you let us know your needs, the quicker we can assist you in achieving your learning goals in this course. Once you have obtained an accommodation plan from Accessibility Services, please share your accommodation letter with your instructor and student services.

Students who have already obtained accommodations from the Accessibility Services Office are encouraged to share their letter with their instructor and with student services in the first week of class. Students should discuss potential accommodations in consultation with their Accessibility Advisor and instructor to understand what may be possible and how the instructor wishes to be informed when an accommodation needs to be actioned. It is the student's responsibility to discuss any extension requests, where possible, in advance of course deadlines.

To book an appointment with an Accessibility Advisor, please connect with the Accessibility Services front desk via email at accessibility.services@utoronto.ca or call (416) 978-8060. Consultation appointments are available to discuss any questions about the Accessibility Services registration process and/or potential accommodation support. The on-location Accessibility Advisor at the Faculty of Information is Michael Mercer.

Weekly drop-in appointments are available with Michael for registered students. For more information, visit [Accessibility Services](#) and find his name under the Contacts section.

Declaring an Absence on ACORN

Students who miss an academic obligation and wish to seek academic consideration in a course may declare an absence using the ACORN Absence Declaration Tool. Students who declare an absence in ACORN should expect to receive reasonable academic consideration from their instructor without the need to present additional supporting documentation. Students can only use the ACORN Absence Declaration Tool once per academic term (e.g., the fall term) for a maximum period of 7 consecutive calendar days.

The ACORN Absence Declaration Tool requires students to select the course(s) they wish to have academic consideration granted, as well as provide the email address(es) to whom their course syllabus identifies as the contact (e.g., instructor, advisor). A record of the absence is sent to the self-provided email(s) at the time of submission, and a receipt of the absence declaration is also sent to the student's University of Toronto email address.

Submitting an absence declaration does not initiate the process of academic consideration. It is the student's responsibility to arrange for academic consideration by contacting the course instructor using the contact information provided in the syllabus. Students who have already used one absence declaration in a term will be restricted from declaring any further absences using the ACORN Absence Declaration Tool. Students are required to arrange any further academic consideration directly with their instructor and / or student services advisor. Students may be asked to provide supporting documentation as evidence of their absences such as the University approved verification of illness form (VOI).

Academic Dates

Faculty of Information's [academic dates and deadlines](#).

Statement on Copyright

Please be advised that the intellectual property rights in the material referred to on this syllabus, and posted on the course site, may belong to the course instructor or other persons. You are not authorized to reproduce or distribute such material, in any form or medium, without the prior consent of the intellectual property owner. Violation of intellectual property rights may be a violation of the law and University of Toronto policies and may entail significant repercussions for the person found to have engaged in such act. If you have any questions regarding your right to use the material in a manner other than as set forth in the syllabus, please speak to your instructor.

Use of Generative AI in Assignments

Students may not use artificial intelligence tools for writing research as part of their course assignments. However, these tools may be useful when gathering information from across sources and assimilating it for understanding. The use of Generative AI

tools is also permitted as an object of inquiry for the assignments, such as a digital tool for Assignment 2: Tool Review.

Writing Support

As stated in the Faculty of Information's Grade Interpretation Guidelines, "work that is not well written and grammatically correct will not generally be considered eligible for a grade in the A range, regardless of its quality in other respects." With this in mind, please make use of the writing support provided to graduate students by the [SGS Graduate Centre for Academic Communication](#). The services are designed to target the needs of both native and non-native speakers and all programs are free. Please consult the current [SGS Workshops Schedule](#) for more information.

Learning Hub

The Faculty of Information Learning Hub can support your learning in this course in a range of ways. We offer programs, workshops, and services, as well as a physical place – on the 4th floor of Bissell – for gathering, seeking help, finding resources, studying, creative making, relaxing, playing and collaborating. Additionally, we provide a [Virtual Learning Hub](#) that provides resources and sign-ups for services and events. Below is an abbreviated list of our services:

- **Tutors:** The Learning Hub offers one-on-one tutoring services to support writing, research, and technical skills. You can learn more about our tutors' specific areas of expertise, how they can support you, and sign up for individual tutoring on our [Writing, Research & Technical Skills Support](#) page. They can help you with assignments for this course at any stage – conceptualizing and planning, drafting, refining, and even after you have received your mark, to help you understand your instructor's comments and plan for your next assignment.
- **iSkills Workshops:** The iSkills co-curricular workshop series is an expansive program that addresses scholarly, professional, and technical competencies aligned with Faculty of Information academic programs. Visit the [iSkills information](#) to view the current roster of workshops and learn more about the program.
- **TechLoans:** We offer an extensive [list of technology](#) that you can check out on a temporary basis for academic purposes.
- **Sandbox:** Look for activities, games, and mindfulness resources in the Sandbox area of the Learning Hub. We hope these provide a productive and rejuvenating distraction, when you need a break from your work!
- **Library Support:** The University of Toronto Libraries (UTL) provides a liaison to the Faculty of Information, who is familiar with the specific needs of our students. [Yoonhee Lee](#) can connect you to UTL resources, services, and tools, as well as support you with research projects, citation management, and other research-related tasks.
- **Cite it Right:** All incoming students must complete the [Cite it Right online workshop and quiz](#) within the month of September. Cite it Right, with its focus on academic integrity, was designed to familiarize students with the

University's *Code of Behaviour on Academic Matters* and, more generally, help them build confidence as they work with sources. Both the workshop and quiz are located in the Virtual Learning Hub. Please note that the Dean's Office monitors the completion of these modules, as well as quiz scores.

4. Course Schedule

Week 1 – What is Digital Scholarship (January 9, 2024)

Required readings:

- Lewis, V., Spiro, L., Wang, X., & Carthorne, J. E. (2015). Building expertise to support digital scholarship: A global perspective. Council on Library and Information Resources. [[e-report](#)]
- Vinopal, J. & McCormick, M. (2013). Supporting digital scholarship in research libraries: Scalability and sustainability. *Journal of Library Administration*, 53(1): 27-42. [[e-article](#)]
- Cox, J. (2016). Communicating new library roles to enable digital scholarship: A review article. *New Review of Academic Librarianship*, 22(2-3): 132-147. [[e-article](#)]

Suggested reading:

- Smiley, B. L. (2019). From humanities to scholarship: Librarians, labor, and the digital. In M. K. Gold & L. F. Klein (Eds.), *Debates in the digital humanities 2019* (pp. 413-419). University of Minnesota Press. [[e-chapter](#)]

Project Review

- [Programming Historian](#)

Week 2 – Data (January 16, 2024)

Required readings:

- Cordell, R. (2017). "Q i-jtb the Raven": Taking dirty OCR seriously. *Book History*, 20: 188-225. [[e-article](#)]
- Agostinho, D. (2019). Archival encounters: rethinking access and care in digital colonial archives. *Archival Science*, 19: 141–165. [[e-article](#)]
- Arroyo-Ramírez, E. (2016, October 30). Invisible defaults and perceived limitations: Processing the Juan Gelman files. *Medium – On Archivy*. [[e-article](#)]

Suggested reading:

- Gauthereau, L. (2018, August 7). Post-custodial archives and minority collections. *Recovering the U.S. Hispanic Literary Heritage Blog*. [[e-article](#)]

Projects Review

- [Chronicling America](#)

Week 3 – Metadata (January 23, 2024)

Required reading:

- Park, J. R., & Tosaka, Y. (2010). Metadata quality control in digital repositories and collections: criteria, semantics, and mechanisms. *Cataloging & classification quarterly*, 48(8): 696-715. [[e-article](#)]
- Troudet, J., Grandcolas, P., Blin, A., Vignes-Lebbe, R., & Legendre, F. (2017). Taxonomic bias in biodiversity data and societal preferences. *Scientific Reports*, 7: 9132. [[e-article](#)]
- Godby, C. & Smith-Yoshimura, K. (2017). From records to things: Managing the transition from legacy library metadata to linked data. *Bulletin of the Association for Information Science and Technology*, 43(2): 18-23. [[e-article](#)]

Suggested reading:

- Wieczorek J., Bloom D., Guralnick R., Blum S., Döring M., Giovanni R., Robertson, T., & Vieglaiss, D. (2012) Darwin Core: An Evolving Community-Developed Biodiversity Data Standard. *PLoS ONE* 7(1). [[e-article](#)]

Project Review

- [Global Biodiversity Information Facility](#)

Week 4 – Rights and Permissions (January 30, 2024)

Required reading:

- Aljoe, N. N., Dillon, E. M., Doyle, B. J., & Hopwood, E. (2015). Obeah and the Early Caribbean Digital Archive. *Atlantic Studies*, 12(2): 258-266. [[e-article](#)]
- Nakata, M., Nakata, V., Gardiner, G., McKeough, J., Byrne, A., & Gibson, J. (2008). Indigenous digital collections: an early look at the organisation and culture interface. *Australian Academic & Research Libraries*, 39(4): 223-236. [[e-article](#)]
- Editorial. (2018, March 27). Cambridge Analytica controversy must spur researchers to update data ethics. *Nature*, 555: 559-560. [[e-article](#)]

Suggested reading:

- franzke, a. s., Bechmann, A., Zimmer, M., Ess, C. and the Association of Internet Researchers (2020). Internet Research: Ethical Guidelines 3.0. *Association of Internet Researchers*. [[e-report](#)]
- Canadian Intellectual Copyright Office. (2019, August 27). A guide to copyright. Government of Canada. [[e-article](#)]

Project Review:

- [Early Caribbean Digital Archive](#)

Week 5 – Data Management (February 6, 2024 Assignment 1 due by 11.59pm)

Required reading:

- Carroll, L., Farr, E., Hornsby, P., & Ranker, B. (2011). A Comprehensive Approach to Born-Digital Archives. *Archivaria*, 72: 61-92. [[e-article](#)]
- Lynch, C. (2017). Stewardship in the 'age of algorithms'. *First Monday*, 22(4). [[e-article](#)]
- Social Sciences and Humanities Research Council (2013). Capitalizing on Big Data: Toward a Policy Framework for Advancing Digital Scholarship in Canada. Government of Canada. [[e-report](#)]

Suggested Reading:

- Paprica, P. A., Thorogood, A., Ryan, A., McGrail, K., & Schull, M. J. (2020, September 10). Health data collected during the coronavirus pandemic needs to be managed responsibly. *The Conversation*. [[e-article](#)]

Tool Review:

- [Omeka.net](#)

Week 6 – Text Analysis (February 13, 2024)

Required reading:

- Cummings, J. (2013). The text encoding initiative and the study of literature. In R. Siemens & S. Schreibman (Eds.), *A companion to digital literary studies* (pp. 451-476). John Wiley & Sons. [[e-book](#)]
- Stuart, D. (2020). Text analysis and mining. In *Practical Data Science for Information Professionals* (pp. 113-132). Facet Publishing. [[e-book](#)]
- Underwood, T. (2017). A genealogy of distant reading. *Digital Humanities Quarterly*, 11(2). [[e-article](#)]

Suggested reading:

- Brett, M. R. (2012). Topic modelling: A basic introduction. *Journal of Digital Humanities*, 2(1). [[e-article](#)]

Tool Review:

- [Voyant](#)

Reading Week (February 20, 2024)

Week 7 – 3D Materials (February 27, 2024)

Required reading:

- Hardesty, J. L., Johnson, J., Wittenberg, J., Hall, N. Cook., M., Lischer-Katz, Z., Xie, Z., & McDonald, R. (2020). 3D data repository features, best practices, and implications for preservation models: Findings from a national forum. *College & Research Libraries*, 81(5). [[e-article](#)]
- Tucker, A. (2019). Beyond 'whiz-bang': 3D printing and critical making in the humanities. In C. Crompton, R. L. Lane, & R. Siemens (Eds.), *Doing more digital humanities: Open approaches to creation, growth, and development* (pp. 110-124). Routledge. [[e-book](#)]
- Dambrogio, J., Ghassaei, A., Smith, D.S. Jackson, H., Demaine, M. L., Davis, G., Mills, D., Ahrendt, R., Akkerman, N., van der Linden, D., & Demaine E. D. (2021). Unlocking history through automated virtual unfolding of sealed documents imaged by X-ray microtomography. *Nature Communications* 12: 1184. [[e-article](#)]

Suggested reading:

- Bushwick, S. (2021, April 12). Algorithm virtually unfolds a historical letter without unsealing it. *Scientific American*. [[e-article](#)]

Tool Review:

- [Voyager](#)

Week 8 – Geographic Information Systems (March 5, 2024 Assignment 2 due by 11.59pm)

Required Reading

- Pavlovskaya, M. (2018). Critical GIS as a tool for social transformation. *The Canadian Geographer* 62(1): 40-54. [[e-article](#)]
- Bottone, E. (2020). "Please mention the Green Book": The *Negro Motorist Green Book* as Critical GIS. In C. Travis, F. Ludlow, & F. Gyuris (Eds.), *Historical Geography, GIScience and Textual Analysis* (pp. 51-64). Springer Cham. [[e-chapter](#)]
- Lafreniere, D., & Gilliland, D. (2020). Revisiting the walking city: A geospatial examination of the journey to work. In C. Travis, F. Ludlow, & F. Gyuris (Eds.), *Historical Geography, GIScience and Textual Analysis* (pp. 85-111). Springer Cham. [[e-chapter](#)]

Suggested Reading

- Torn Apart / Separados: Volume 2. [[e-project](#)]. Note: take a look at the visualizations, sources of data, and reflections by project members.

Tool Review:

- [ArcGIS StoryMaps](#)

Week 9 – Multimedia Production (March 12, 2024)

Required Reading

- Barber, J. F. (2016). Digital storytelling: New opportunities for humanities scholarship and pedagogy. *Cogent Arts & Humanities* 3(1): 1-14. [[e-article](#)]
- Hotson, B., & Bell, S. (2022). "A podcast would be fun!": The fetishization of digital writing projects. *Discourse and Writing/ Rédactologie* 32: 4-31. [[e-article](#)]
- Howard-Sukhil, C., Wallace, S., & Chakrabarti, A. (2021). Developing research through podcasts: Circulating Spaces, a case study. *Digital Humanities Quarterly* 15(3). [[e-article](#)]

Suggesting Reading

- Jourdeuil, K., & d'Orazio, D. (2024). Podcasting is research too. *University Affairs/Affaires universitaires*. [[e-article](#)].

Workshop:

- Scoping a digital project with [University of Victoria Libraries Services for Grant-Funded Research Projects](#)

Week 10 – Partnerships (March 19, 2024)

Required reading:

- Alpert-Abrams, H., Bliss, D.A., & Carbajal, I. (2019). Post-custodial archiving for the collective good: Examining Neoliberalism in US-Latin American Archival Partnerships. *Journal of Critical Library and Information Studies*, 2(1): 1-24. [[e-article](#)]
- Broadwell, G. A., Guzmán M. G., Lillehaugen, B. D., Lopez, F. H., Plumb, M. H., & Zarafonitis, M. (2020). Ticha: Collaboration with Indigenous communities to

build digital *Heritage* resources on Zapotec language and history. *Digital Humanities Quarterly*, 14(4). [[e-article](#)]

- Svensson, T. (2021). Curating the Partition: Dissonant heritage and Indian nation building. *International Journal of Heritage Studies*, 2: 216-232. [[e-article](#)]

Suggested reading:

- Asencio, M. (2017). Collaborating for success: The Digital Library of the Caribbean. *Journal of Library Administration*, 57(7): 818-825. [[e-article](#)]

Workshop:

- Drafting Memorandums of Understanding and Agreements

Week 11 – Sustainability (March 26, 2024)

Required reading:

- Narlock, M. Johnson, D., & Vecchio, J. (2021). Digital preservation services at digital scholarship centers. *The Journal of Academic Librarianship*, 47(3): 1-4. [[e-article](#)]
- Smithies, J., Westling, C., Sichani, A-M., Mellen, P., & Ciula, A. (2019). Managing 100 digital humanities projects: Digital scholarship & archiving in King's Digital Lab. *Digital Humanities Quarterly*, 13(1). [[e-article](#)]
- Milligan, I. (2016). Lost in the Infinite Archive: The Promise and Pitfalls of Web Archives. *International Journal of Humanities and Arts Computing*, 10(1), 78–94. [[e-article](#)]

Suggested reading:

- Gil, A. (2015, May 21). The user, the learner, and the machines we make. *Minimal Computing*. [[e-article](#)]

Workshop:

- Job application tips

Week 12 – Class Showcase (April 2, 2024 Assignment 3 due by 6.00pm)

No lecture, discussion, or workshop this week. Students present their digital pedagogy resources in a lightning talk format to wrap-up the course.