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שעת קבלה: יום ג', 12 – 13 או לפי תאום

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פרופ' איימי סינגר/Prof. Amy Singer

בנין גילמן 453 ב', טל' 640-6764

עוזר הוראה: מר עודד זרחיה/Mr. Oded Zrachia TA:

## היסטוריה דיגיטלית: מה? למה? איך? Digital History: What? Why? How?

סמינר מ"א (4 ש"ס) / MA Seminar (4 hrs.) , שנה"ל תשע"ח / Fall 2017

יום ב', 15:12 - 13:45 ויום ג', 15:10 – 11:45, בחדר: גילמן 261

**תקציר.** המחקר הדיגיטלי במדעי הרוח באופן כללי ובהיסטוריה בפרט מרחיב את השפעתו בעולמם של היסטוריונים. הכלים הדיגיטליים מאפשרים לעבד מידע כמותני ואיכותני בדרכים חדישות המניבות תובנות ותוצאות שלא בהכרח היו זמינות בעבר. היסטוריה דיגיטלית נראית כ"הדבר החם" היום, אבל "חם" אין בהכרח פירושו טוב יותר או נכון יותר. הסמינר שואף לענות על השאלות בכותרת (ועוד), כדי להבין את מהות המחקר בהיסטוריה המסתמך באופן שלם או חלקי על כלים דיגיטליים. במה הוא דומה או שונה ממחקר בהיסטוריה עד לעידן הדיגיטלי? מה היתרונות והחסרונות של מחקרים דיגיטליים? חומר הקריאה יכלול כתיבה על היסטוריה דיגיטלית (ומדעי הרוח הדיגיטליים) לצד מחקרים המשתמשים בכלים כאלו. בנוסף, התלמידים/ות ינסו טכנולוגיות שונות כדי להבין מקרוב מה כרוך בעבודה כזו, ומהן המתאימות לחומרי המחקר שלהם/הן.

**דרישות הקורס.** קריאה לאורך הסמסטר יחד עם נוכחות והשתתפות פעילה במפגשים הם חובה לציון חיובי בסמינר. מעבר לכך, סוגי המטלות יכללו הכנת דיווחים קצרים על חומרי הקריאה או על ניסיונות שונים בכלים הדיגיטליים (עבודה בודדת או בקבוצה). כל תלמיד/ה יחליט האם להגיש עבודת סמינר או רפרט, ע"פ הדרישות הרגילות לסמינרים לתואר שני. ציון הסמינר מורכב מציון השתתפות פעילה 50%, וציון עבודה/רפרט כתוב 50%. היקף המטלות בכתב: עבודה 7000 – 10,000 מילים, רפרט 3500 – 5000 מילים, הטקסט בלבד. מועד הגשה של עבודות כתובות: יום א', ה-6.5.2018.

**Synopsis.** Digital Humanities in general, and specifically Digital History, are becoming more widespread and popular as the latest fashion in research methodologies. Digital tools and computational possibilities enable historians to work quantitatively and qualitatively in ways that yield new insights and results that were not necessarily accessible in the past. But what is fashionable is not necessarily more successful or more appropriate as historical methodology, and there is no one-size-fits all-solution. The seminar seeks to discover what Digital History is all about in order to understand more thoroughly what this way of "doing history" comprises and what it can offer. In what ways are digital solutions similar to or different from other methodologies? What are the strengths and weaknesses of working digitally? Are you already doing it? Readings for the seminar will include written research about digital history and digital humanities as well as research that has integrated different tools as part of a research strategy. In addition, students will experiment with different technologies to learn first-hand what they involve and which ones may be helpful in their own research.

**Course requirements.** Reading throughout the semester together with regular attendance and active participation in seminar meetings are required in order to obtain a passing grade in the seminar. Students will prepare brief reports on readings and on their own experiments (alone or in groups) with different digital possibilities. Each student will decide according to his/her own program needs and the norms of the MA program, whether to submit a research paper or a short paper (*referat*). Grades will be calculated 50% participation, 50% paper/*referat*. Assignment lengths: *referat* = 3000-5000 words; seminar paper = 7000 – 10,000 words, *text only*. For English please add 10-15% to word count. Due date for written work: Sunday, 6.5.2018.

**SEMINAR PLAN: TOPICS & READINGS**

- 1. What is History? What is Digital? What is Digital History? (23.10.2017)**
- Introductions: department, concentration, digital experience
  - What are your goals in this course?
  - Structure of the course, work plan, obligations & assignments
  - Summary & comment for each seminar meeting
  - Thought & discussion questions for the semester: mine/yours
  - Definitions – an ongoing project: Don't hesitate to ask!
  - What tools do you already use that could be useful for historians?
    - to search for materials
    - to catalog what you find
    - to secure what you have
    - to find what you have
  - Do you know.....?
    - how to use the library catalog efficiently? databases? search engines?
    - Menedeley, Zotero, Endnote or RefWorks (Tel Aviv library's choice)
    - NotaBene (not free, but Prof. Singer's long-time favorite)
    - Google Keep (also EverNote, Nimbus and Trello)
    - Google Scholar
  - Have you ever seen or created a...
    - Wordle
    - Google Ngram
  - **To read for the first class:**
    - Schreibman, Susan, et al., eds. *A Companion to Digital Humanities*. Oxford: Blackwell, 2004.  
<http://digitalhumanities.org:3030/companion/view?docId=blackwell/9781405103213/9781405103213.xml>
      - "Foreword: Perspectives on the Digital Humanities"
      - "The Digital Humanities and Humanities Computing: An Introduction."
      - "The History of Humanities Computing"
      - "Computing and the Historical Imagination"
    - Straumsheim, Carl. Review of Jessie Daniels and Polly Thistlethwaite, *Being a Scholar in the Digital Era* (Policy Press, 2016)  
<https://www.insidehighered.com/news/2016/10/06/qa-authors-book-scholarship-digital-era>
- 2. Practicum: Data Management and Organization – Basic Tools (24.10.2017)**
- Choose a research topic, begin to assemble bibliography and make notes on ideas
  - download either Mendeley, Zotero or Refworks – prepare a 3-5 minute review
  - Begin working with one of the tools in each category (search, catalog, secure, find) in your own work (e.g. a seminar paper, a thesis proposal, organizing your PDFs)
  - Try JSTOR Text Analyzer (access through TAU Library website – databases)
  - what factors influence your choice of digital tools? what would help you make better choices?
  - Try Google Keep. How do you think you might use it? How do you now do what Google Keep does? Is GK better? Why?
  - what do you like? what don't you? what will you use? why?
  - **Backing up your work!!!!**
    - How important is it to back up everything you do? NO EXCUSES!!!!
    - Options and advantages
      - local and portable: another place on my computer, external media
      - Cloud: dropbox, googledocs, email, etc.

**3. Guest speaker: Dr. Sinai Rusinek** (Digital Humanities Program, Haifa U.) **(30.10.2017)**  
**“What is Digital Humanities?”**

- To read:
  - Wikipedia article “[Digital Humanities](#)” (in English!). *You may read the Hebrew but only for the sake of comparison, not instead of the English. Explore as many links on the site as you can. Begin to learn about the vocabulary, resources, activities and publications that are part of this field.*
  - Check out the site: <https://whatisdigitalhumanities.com/>. *Stay there a while and watch what happens!*
- To consider:  
על פי ערך הויקיפדיה בשפה האנגלית, אילו אלמנטים מתוך האפיון של מדעי הרוח הדיגיטליים אפשר למצוא באתר [?whatisdigitalhumanities](https://whatisdigitalhumanities.com/)

**4. Practicum: Basic Formats, Programs and Apps** (*can work in pairs*) **(31.10.2017)**

- Make sure you know about each of the following:
  - **CamScanner:** download the app to your phone - it will save you at some point!
  - **Google Scholar:** Why is this function of Google useful?
  - *bonus:* **zamzar.com:** useful for converting files from one type to another. Very well designed interface: try it on your own. Can you follow the instructions?
  - Do you know how to get **help** using Google and/or youtube?
- To do: Practice using basic software.
  - **WORD (DOC/DOCX)**
    - Create/find a short Word document (2-3 pages). It should have text in English and Hebrew, including properly formatted footnotes and bibliography in both languages, and a title page.
    - Add a page number & header, w/page numbers beginning w/first page of text.
    - Insert one image, one small chart and one hyperlink.
    - Can you change font type and size? Use bold, underline & italics? Change the size of the margins? The size of the paper?
    - Save as PDF and print as PDF.
    - do you know how to use the review functions (track changes, comments, spell-check)? what is the *problem* with spell check?
  - **POWERPOINT (PPT)**
    - Create or find a short PPT presentation, including images and text.
    - Do you know how to format text and resize or crop images, move slides around?
    - Now design your pages, using both a set PPT design and format, and also designing your own page with changed background, text boxes, etc.
    - Create an animation on at least one slide.
    - Do you know how to use the different screen modes when you do your presentation?
  - **ADOBE ACROBAT (PDF) and [ABBYY FineReader](#)**
    - Download a pdf article and save it.
    - OCR: what is it? how do you know if you have it?
    - Read a few pages & add: highlighted and underlined sections of text; marginal comments
    - Collect your comments.
    - Do you know how to extract or insert pages into a pdf file?

## 5. Scarcity or Abundance – Searching, Finding and Saving (06.11.2017)

- To read:
  - Rosenzweig, Roy. “Scarcity or Abundance? Preserving the Past in a Digital Era.” *American Historical Review* 108, 3 (June 2003): 735-762.
  - Lepore, Jill. “The Cobweb: Can the Internet be archived?” *The New Yorker*, 26.1.2015.
  - Tanaka, Stefan. 2013. “Pasts in a Digital Age.” <http://quod.lib.umich.edu/d/dh/12230987.0001.001/1:4/--writing-history-in-the-digital-age?g=dculture;rgn=div1;view=fulltext;xc=1#N14a> (19.10.2015)
  - <https://www.theatlantic.com/technology/archive/2017/04/the-tragedy-of-google-books/523320/>
- For Discussion
  - What issues or problems are raised by Rosenzweig and Lepore in their discussions of digital technologies and capacities?
  - What do they like? What don't they? Why? Underlying messages?
  - From the perspective of an historian, what does digital give us that we don't have?
  - What is *metadata*? How do you find it? What purposes does it serve?

## 6. Practicum: On Metadata (07.11.2017)

- To read:
  - Baker, Nicholson. “Annals of Scholarship: Discards.” *The New Yorker*, April 4, 1994, pp. 64-86.
  - Bayard, Pierre. *How to Talk about Books You haven't Read* (London: Bloomsbury, 2007), pp. xv – 13 (Preface + Chapter 1).
    - Robert Musil, *The Man without Qualities*, vol. 1 (New York: Vintage, 1996), Chapter 100, pp. 500-506.
- To do:
  - Find metadata in the Sourasky library catalog for 5 books.
  - Find metadata for the same items in [WorldCat](#), the Library of Congress catalog and the JNUL catalog. Compare the metadata for each. Why do you think they're different? What are the advantages or problems of different metadata?
  - How can you create/enhance metadata in Mendeley, Zotero or Endnote?
  - What kind of research could you do on books, based on Bayard's idea of talking about books you haven't read?
  - Look at [papermachines.org](http://papermachines.org). Do you understand how it works?
    - try the 30-minute lecture at: <https://www.facebook.com/Paper-Machines-233055433503351/?fref=mentions>

## 7. Computing – At the Heart of the Digital World (13.11.2017)

- What are computers? What is computing?
- What is an algorithm?
- How can we (humanists – historians) get literate about computing? How literate? How much technological fluency or competence?
- To read:
  - Laue, Andrea. “How the Computer Works.” In Schreibman, eds. *A Companion to Digital Humanities*. <http://digitalhumanities.org:3030/companion/view?docId=blackwell/9781405103213/9781=405103213.xml>
  - Hughes, Lorna, et al. “Digital Methods in the Humanities: Understanding and Describing their Use across the Disciplines,” pp. 150-170. In Schreibman, Susan, et al., eds. *A New Companion to Digital Humanities*. (WileyBlackwell, 2016).
  - Gregory, Ian. “Challenges and opportunities for digital history.” *frontiers in Digital Humanities*, 1/1 (December 2014): 1-2.

**8. Practicum: How to handle data – step #1 (14.11.2017)**

- **EXCEL (XLS)**
  - Make or find a small excel file, preferably of your own data, including both text columns and number columns
  - Can you sum a column? What about other arithmetical functions?
  - Can you sort a column? Add/delete rows and columns? Format cells?
  - Other useful tricks: freeze the top row/left column, change direction of sheet (R-L, L-R), hide-show columns, copy-paste (not quite like Word)
  - Do you know how to make a pie chart or other graphic representation of data?
  - Do you know how to save your data as a CSV file? What is a CSV file? Why would you want one?
- Check out Palladio <http://hdlab.stanford.edu/palladio/>.
  - read “About” and look at “Tutorials and FAQs” (especially FAQs 1-2)
  - Do you understand the options? Can you think of what you’d do with these visualization possibilities or how they would suit your data?
  - Try to think about why you might want to create these kinds of visualization. How would it fit your research? What kind of questions they might help to answer?

**9. Distant Reading: Introduction (20.11.2017)**

- To read:
  - Moretti, Franco. *Distant Reading* (London: Verso, 2013), Chapter 1: “Modern European Literature: A Geographical Sketch,” pp. 1-42 [This is a collection of writings that appeared in different forms from 1994-2009.]
  - <https://lareviewofbooks.org/article/franco-morettis-distant-reading-a-symposium/#> (accessed 05.10.2017)
  - [Kirsch, Adam. “Technology is Taking Over English Department: The false promise of the digital humanities.” \*The New Republic\* \(May 2, 2014\)](#)
- Look at:
  - *examples of research based on distant reading from* Moretti, Franco. *Atlas of the European Novel 1800-1900* (Verso, 1999)
    - “Introduction: Towards a geography of literature,” pp. 1-10
    - Chapter 1. “The novel, the nation-state,” pp. 11-23
    - Chapter 3. “Narrative markets, ca. 1850,” pp. 141-150

**10. Distant Reading: Graphs (21.11.2017)**

- To read
  - Moretti, Franco. *Graphs, Maps and Trees. Abstract Models for a Literary History* (London: Verso, 2005)
    - “Graphs, maps, trees,” pp. 1-2
    - “Graphs,” pp. 3-34.
- To do
  - Bring data from your current research that you’d like to display as a graph
  - graphs and Excel
  - [GEPHI](#) – a different kind of graph

**11. Guest speaker: Mr. Itamar Toussia-Cohen (Middle East. & African History, TAU) (27.11.2017)**  
**"Intellectuals in Motion: Geospatial Representation of 'Ulama Travels in 15th-century Anatolia"**

- To read:
  - Meeks, Elijah and Ruth Mostern. "The Politics of Territory in Song Dynasty China, 960-1276 CE." In Ian N. Gregory and Alistair Geddes, eds. *Toward Spatial Humanities: Historical GIS and Spatial History*. pp. 118-143. Bloomington: Indiana University Press, 2014. + Part Two, Introduction, pp. 89-91.
  - Knowles, Anne Kelly. "GIS and History." In *Placing History: How Maps, Spatial Data and GIS Are Changing Historical Scholarship*, edited by Anne Kelly Knowles, 2–25. Redlands, CA: ESRI Press, 2008 [*this is a good basic article; raises core issues*]
  - Presner, Todd and David Shepard. "Mapping the Geospatial Turn." pp. 201-212. In Schreibman, Susan, et al., eds. *A New Companion to Digital Humanities*. (WileyBlackwell, 2016).

**12. Discussions of Reading & Introducing QGIS (28.11.2017)**

- To read
  - Harley, J.B. "Deconstructing the Map." *Cartographica* 26, no. 2 (1989): 1–20. *the original cautionary article on maps and mapping*
  - Gregory, Ian N. "Further Reading: From Historical GIS to Spatial Humanities: An Evolving Literature." 186-202. In Gregory, Ian N., and Alistair Geddes, eds. *Toward Spatial Humanities: Historical GIS and Spatial History*. Bloomington: Indiana University Press, 2014.
  - Moretti, Franco. *Atlas of the European Novel 1800-1900* (Verso, 1998), "Introduction," pp. 1-10.
- Look at:
  - Pleiades
  - Geonames
- To do:
  - Check out the ProgrammingHistorian unit on [Mapping](#), especially the ["Introduction to Google Maps and Google Earth"](#)
- To discuss
  - What are maps?
  - What does GIS do with spatial representation?
  - What are the results of GIS work good for, for historians?
- Additional readings
  - Cunfer, Geoff. "The Dust Bowl in American Culture." In *Placing History: How Maps, Spatial Data and GIS Are Changing Historical Scholarship*, edited by Anne Kelly Knowles, 96–121. Redlands, CA: ESRI Press, 2008.
  - Gregory and Geddes, eds. *Toward Spatial Humanities*
    - Introduction, ix – xix.
    - Part One, Introduction, 1-3.
    - Cunningham, Niall. "Troubled Geographies: A Historical GIS of Religion, Society, and Conflict in Ireland since the Great Famine." 62-87.
    - Gregory, Ian N., and Alistair Geddes. "Conclusions: From Historical GIS to Spatial Humanities: Challenges and Opportunities." 172-18.

### 13. **Practicum: Historical GIS** (04.12.2017)

We will combine building a single simple dataset with many attributes, import it to QGIS, and create different layers.

- Download QGIS (stand-alone version) ([qgis.org](http://qgis.org))
- Here is QGIS "[A Gentle Introduction to GIS](#)"
- Their [official documentation](#) is reputed to be good.
- You may also look at the GIS tutorials at on of the following:
  - [QGIS Tutorials](#) (find dropdown "Tutorials List" at the top of the page")
  - [Programming Historian](#) ("Installing QGIS 2.0 and Adding Layers")
  - Here's a [series of videos](#) done by Lex Berman of the Center for Geographic Analysis at Harvard University.
- Think about a spatial research question from your own historical research.
- Individually or in pairs: make a small database of geographical points (latitude/longitude), either from your historical research or from something in your own life.
- Put your data onto a map using QGIS.
- Try some basic queries: do you understand the kinds of questions you can ask?

### 14. **Practicum: Historical GIS** (05.12.2017)

- Find a map relevant to your project that isn't digitized.
  - Try to georeference it. What does the result show you?
  - Again: think about why you would do this and what you want to ask these maps? How do you think they can help your research?
- To Read & discuss:
  - Look at: <http://www.turkishhan.org/>. What's missing without the georeferencing of sites and the use of GIS?
  - take a look at the merging of georeferenced Turkish Han data with "born digital" Ottoman imaret location data: what does even this simple overlay begin to demonstrate?

### 15. **Guest speaker: Dr. Yannay Spitzer** (Dept. of Economics & PEP Prog. HUJI) (11.12.2017) "Know Whence You Came: Classifying Immigrant Origins in Large-Scale Textual Microdata" דע מאין באת: זיהוי מקורות המוצא של מהגרים במאגרי נתונים גדולים

- To read:
  - Ferrie, Joseph P. 1994. "[The Wealth Accumulation of Antebellum European Immigrants to the U.S., 1840-60.](#)" *The Journal of Economic History* 54 (1): 1-33. [Please read especially through the top of p.9] (for Spitzer's presentation)
  - Ferrie, Joseph P. "The End of American Exceptionalism? Mobility in the U.S. since 1850." Working Paper 11324, NBER, May 2005. (<http://www.nber.org/papers/w11324>)
- Additional reading (challenging!):
  - Martha Bailey, et al., [How Well Do Automated Linking Methods Perform in Historical Samples? Evidence from New Ground Truth](#). It's a very recent methodological working paper that tests and criticizes the matching literature that started with Ferrie (1994).
- explore the website: <https://yannayspitzer.net/>
  - Look at the detailed descriptions (not the links to pdfs) of each of Spitzer's projects to get an idea about what an economic historian does.
  - Please notice the kind of data he uses, the questions he asks, and the kinds of analytical techniques he applies in order to find answers.

**16. Practicum: GIS (12.12.2017)**

- presentation of student projects

**17. DataDataData: What kind is yours? (18.12.2017)**

- To read
  - Borgman, Christine L. *Big Data, Little Data, No Data: Scholarship in the Networked World*. Cambridge, MA: The MIT Press, 2015. xvii-xix, 3-29, 161-202.
  - Borgman, Christine L. "The Digital Future is Now: A Call to Action for the Humanities." *DHQ: Digital Humanities Quarterly*, Vol. 3, No. 4 (2009) [lmth.770000/770000/4/3/lov/qhd/gro.seitinamuhlatigid.www//:ptth](http://lmth.770000/770000/4/3/lov/qhd/gro.seitinamuhlatigid.www//:ptth) (accessed 19.12.16)
  - <https://www.theatlantic.com/technology/archive/2016/08/can-twitter-fit-inside-the-library-of-congress/494339/>
- To discuss
  - What is raw data? What's a dataset?
  - Big Data.....is there also *little data*?
  - creating data, using data, curating data, repositories

**18. Practicum: What is a database? (19.12.2017)**

- To do
  - <http://www.history.ac.uk/research-training/courses/designing-databases> (accessed 13.11.2016) *If you click on the "Go to online courses" link, you will find the correct document in its original context.* Please read sections A - C (inclusive, approximately 26 pages). These include a short handbook with really brief, simple explanations for historians regarding database designing and the philosophy behind it. The entire course (Sections A-G) can be found as a single document on our Moodle site.
  - <http://programminghistorian.org/lessons/graph-databases-and-SPARQL>

**19. Guest speaker: Dr. Guy Burak (Bobst Library, New York Univ.) (25.12.2017)**  
**"The Quest for Baki's Divan: Linked Data and 16th-Century Ottoman Poetry?"**

- To read:
  - Christopher Blackwell, Christine Roughtan, Neel Smith, "Citation and Alignment: Scholarship Outside and Inside the Codex," *Manuscript Studies* 1/1 (2016): 5-27.
  - Berners-Lee, Tim, James Hendler and Ora Lassila. "The Semantic Web: A new form of Web content that is meaningful to computers will unleash a revolution of new possibilities." *Scientific American*, May 17, 2001.
  - [https://www.youtube.com/watch?v=OM6XIIcm\\_qo](https://www.youtube.com/watch?v=OM6XIIcm_qo)
  - [https://www.youtube.com/watch?v=4x\\_xzT5eF5Q](https://www.youtube.com/watch?v=4x_xzT5eF5Q)
  - <http://linkddata.org/home>
  - [https://www.ted.com/speakers/tim\\_berniers\\_lee](https://www.ted.com/speakers/tim_berniers_lee)
    - Three short TED talks by Berners-Lee, so you can track how his ideas on the Semantic Web (2.0 and 3.0 develop)



20. **Practicum: on data – eXist DB** (26.12.2017)

- To do
  - What is xml? What is it good for?
  - Using mark-up languages
  - [Oxygen](#) (a mark-up tool) – download free trial version
  - TEI (text encoding initiative) for historical research

21. **Guest speaker: Prof. Nachum Dershowitz** (School of Computer Science, TAU) (01.01.2018)  
**“Computational History”**

- To read
  - Lior Wolf, Nachum Dershowitz, Liza Potikha, Tanya German, Roni Shweka, and Yaacov Choueka, 2011, “Automatic Paleographic Exploration of Genizah Manuscripts”, in *Kodikologie und Paläographie im Digitalen Zeitalter 2 - Codicology and Palaeography in the Digital Age 2*, Franz Fischer, Christiane Fritze, and Georg Vogeler, eds., *Schriften des Instituts für Dokumentologie und Editorik*, vol. 3, Norderstedt: Books on Demand, Germany, pp. 157-179. <http://nachum.org/papers/Kodikologie.pdf>
  - Idan Dershowitz, Moshe Koppel, Navot Akiva, and Nachum Dershowitz, June 2015, “Computerized Source Criticism of Biblical Texts”, *Journal of Biblical Literature (JBL)*, vol. 134, no. 2, pp. 253-271. <https://muse.jhu.edu/article/582808>
  - Nachum Dershowitz, Daniel Labenski, Adi Silberpfennig, Lior Wolf, and Yaron Tsur, November 2017, “Relating Articles Textually and Visually”, *Proceedings of the 14th IAPR International Conference on Document Analysis and Recognition (ICDAR)*, Kyoto, Japan. <http://nachum.org/papers/RelatingArticles.pdf>

22. **Practicum: on data – eXist DB (cont’d)** (02.01.2018)

- To prepare!
  - take one paragraph and mark it up in Oxygen according to TEI
  - upload as an xml file to Moodle
- In class we’ll upload this to a database and see what we get

23. **Guest speaker: Dr. Yael Netzer** (Ben Gurion University) (08.01.2018)  
**“Named-entities in texts: how can we find, extract, browse and enrich”**

- To read and look at:
  - Nadeau, David and Satoshi Sekine. [A survey of named entity recognition and classification](#), National Research Council Canada/NYU, *Linguisticae Investigationes*, 30/1 (2007):3–26.
  - Introduction to linked open data <https://programminghistorian.org/lessons/intro-to-linked-data>
  - Cleaning data with OpenRefine - <https://programminghistorian.org/lessons/cleaning-data-with-openrefine>

**24. Practicum: Visual & Audio – Exercise in image and sound (09.01.2018)**

To explore visually (jpeg, tiff, png, bmp)

- Museum and library collections:
  - [British Museum](#)
  - [Israel Museum](#)
  - [Metropolitan Museum](#)
  - What is the largest museum collection that could be important for *your* research? Check out its website! What can you see or do there?
  - Google Image recognition: how does this work? What's it good for?

To listen (mp3, mp4, wav)

- Ottoman History Podcast ([www.ottomanhistorypodcast.com](http://www.ottomanhistorypodcast.com))
  - read about the OHP project & explore the listings of the existing podcasts: click on all the tabs to see what's available on the site
  - Look at how the menu changed over time. What happened?
  - listen to at least one of the following episodes:
    - "[Piracy and Law in the Ottoman Mediterranean](#)," Joshua White
    - "[Missionaries and the Making of the Muslim Brotherhood](#)," Beth Baron

Combining visual and audio

- listen to Vahé Tachjian, "Reconstructing Ottoman Armenian Life" (2015)  
<http://www.ottomanhistorypodcast.com/2015/10/reconstructing-ottoman-armenian-life.html>
- then visit: [www.houshamadyan.org](http://www.houshamadyan.org)
- Think about:
  - What does the possibility of *listening to* history on your own add to your study of history? How is it different from reading an article or a book?
  - How do the visual or documentary materials on the companion websites contribute to what you hear?
  - What are some of the broader goals of OHP? What evidence is there for its success?

**25. Student project presentations (14.01.2018)**

- Please discuss: the subject, the research problem, the technology (-ies) used to make the site and engage with the historical material
- Analyze critically: what works? what doesn't? why (if you can figure it out)?

**26. Concluding discussion: Critiques and cautions (15.01.2018)**

- (complete student project presentations, as necessary)
- Reconsider the questions we have asked throughout the semester. Comments
- How would you respond now to praise or criticism of Digital Humanities?
- What are the main "rules for use" that you would write down, to read carefully before beginning a digital project?
- To read:
  - Allington, Daniel, et al. "Neoliberal Tools (and Archives): A Political History of Digital Humanities." *Los Angeles Review of Books*. May, 1, 2016.  
<https://lareviewofbooks.org/article/neoliberal-tools-archives-political-history-digital-humanities/#>! (accessed 30.10.2016), including replies!
  - Tanaka, Stefan. "Pasts in a Digital Age." (2013)  
<http://quod.lib.umich.edu/d/dh/12230987.0001.001/1:4/--writing-history-in-the-digital-age?g=dculture;rgn=div1;view=fulltext;xc=1#N14a> (accessed 19.10.2015)