Course Description:
This course examines the theory and practice of the ways in which history is collected, preserved, and interpreted using digital mediums. As a class, we will explore the critical debates surrounding the opportunities and limitations in using new media in historical practice, which entails researching, writing, and presenting historical arguments. Building on those analyses, we will evaluate the utility of digital tools for historical practice. Students will also engage in the process of creating digital history themselves.

There are no prerequisites for this course. Also, there are no special computer/technical skills required to take this class.

Course Objectives:
At the end of this course, students will be able to
1. state the history of computing and of the World Wide Web for doing History
2. classify different types of digital resources for historical practice
3. employ digital tools for researching and presenting history
4. state the issues of copyright for doing history in a digital medium
5. generate an evaluation of the legitimacy of using digital resources for historical practice by critiquing existing applications of scholarship in order to learn from past successes and failures
6. generate an original piece of digital history. In doing so, students will demonstrate the ability to
   a. select, critically evaluate, and apply relevant areas of scholarship to produce an original scholarly project that reflects a body of knowledge relevant to this course
   b. articulate the process of producing a work, from initial plan, to critique, revision, and completion

Required Texts:
- Beverly Serrell, Exhibit Labels: An Interpretive Approach (Alta Mira Press, 2015)
- Additional articles will be assigned throughout the semester. They will be either uploaded to our course management

System Requirements:
You will need internet access. You will also be using a software program called Omeka, which is available for free from the Roy Rosenzweig Center for History and New Media: https://rrchnm.org/what-we-do/

University Requirements:
Computer Competency: This course has been approved to fulfill FSU’s Computer Competency Graduation Requirement. However, majors other than History must check with their departmental advisor to see whether this class satisfies the computer skills competency for her/his major. In order to fulfill FSU’s Computer Competency Requirement, the student must earn a “C-” or better in this course.

Scholarship in Practice: Liberal Studies for the 21st Century builds an educational foundation that will enable FSU graduates to thrive intellectually and materially and to engage critically and effectively in their
website or available through FSU libraries

Grading Scale:
Assignment Grades will be by letter. The letter grades will be translated into the following %s for computing final grades.
A=95% | A-=91% | B+=88% | B=85% | B-=81% | C+=78% | C=75% | C-=71% | D+=68% | D=65% | D-=61% | F = 55%; not turning in an assignment will result in a 0.

Final Grades:
93.5 to 100%=A | 89.5 to 93.4%=A- | 86.5 to 89.4%= B+ | 82.5 to 86.4%=B | 79.5 to 82.4%= B- | 76.5 to 79.4%= C+ | 72.5 to 76.4%=C | 69.5 to 72.4%=C- | 66.5 to 69.4%= D+ | 62.5 to 66.4%=D | 59.5 to 62.4%=D- | 0 to 59.4%= F

Late Assignments:
Assignments turned in late with written documentation that meets the University Attendance Policy will not receive a penalty provided documentation is given within one week of the missed assignment. (Accommodations will be made for those who miss in-class quizzes if the student has documentation and submits it within one week of the missed quiz.) Some assignments (but not all) may be turned in late even if you do not have written documentation that meets the University Attendance Policy. Blogs and tweets may be turned in late without documentation but there is a penalty. These late assignments will be assessed a third of a grade penalty for each class they are late. (If the assignment would have received an A if it had been turned in on time, it would receive an A- if it was turned in at the next class.) Without documentation, I will NOT accept late quizzes, wikis, the benchmarks for the digital project, and the final digital project. These assignments must be completed on time or forfeit credit.

Required Assignments:
1) 6 individual blogs (total 15%)
2) 6 individual tweets (total 15%)
3) Weekly Wiki Group (total 15%)
4) In-class Quizzes (total 20%)
5) Digital History Project (benchmarks 5%; final project 30%)

These assignments will be discussed in class with specific instructions on how to complete them and how they will be assessed. If you do not hand in a final project, you will not be eligible to receive a grade greater than a D+ for the course no matter how well you have done on the rest of the course.

Class Topics & Schedule:
Topic 1: What is Digital History? & What is Blogging, Tweeting, and Wiking? (Week 1)
Topic 2: Historical Methods 101 & Issues of Copyright (Week 2)
Topic 3: History of Computing and the World Wide Web (Week 3)
Topic 4: Thinking About Hypertext, Issues of Narrative, and Authorship (Weeks 4 & 5)
Topic 5: Born Digital, Collecting Online, and issues of Authenticity (Week 6)
Topic 5: Digital History Tools: Websites, Blogs, Wikis, RSS, Podcasts, Videos, Apps, Tweets, Soundbites, and Maps (Weeks 7 & 8)
Topic 6: Designing for the Digital World (Weeks 9 & 10)
Topic 7: Finding and Cultivating an Audience (Weeks 11 & 12)
Topic 8: Popular & Public History Online (Weeks 13 & 14)
Week 15: Presentations of Final Projects

University Policies:

University Attendance Policy:
Excused absences include documented illness, deaths in the family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities. These absences will be accommodated in a way that does not arbitrarily penalize students who have a valid excuse. Consideration will also be given to students whose dependent children experience serious illness.

Academic Honor Policy:
The Florida State University Academic Honor Policy outlines the University's expectations for the integrity of students' academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to "...be honest and truthful and...[to] strive for personal and institutional integrity at Florida State University." (Florida State University Academic Honor Policy, found at http://fda.fsu.edu/academic-resources/academic-integrity-and-grievances/academic-honor-policy.)

Americans With Disabilities Act:
Students with disabilities needing academic accommodation should:
(1) register with and provide documentation to the Student Disability Resource Center; and
(2) bring a letter to the instructor indicating the need for accommodation and what type.
Please note that instructors are not allowed to provide classroom accommodation to a student until appropriate verification from the Student Disability Resource Center has been provided.
This syllabus and other class materials are available in alternative format upon request.
For more information about services available to FSU students with disabilities, contact the:
Student Disability Resource Center
874 Traditions Way
108 Student Services Building
Florida State University
Tallahassee, FL 32306-4167
(850) 644-9566 (voice)
(850) 644-8504 (TDD)
sdrc@admin.fsu.edu
http://www.disabilitycenter.fsu.edu/

Syllabus Change Policy
"Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice.”
**Sample Explanation of Required Assignments with Rubrics Embedded**

### 6 Individual Blogs
- **Goal:** to offer an individual analysis and reflection upon the class materials
- **You will receive a prompt as a jumping off point for the blog**
- **No less than 200 words; No more than 250 words**
- Blogs are to be completed individually. *Working with anyone else will be considered a violation of the Academic Honor Policy*
- **Content matters:** blogs will be assessed for their ability to synthesize and analyze the totality of instruction materials assigned for the assigned week (readings, presentation materials, etc)
- **Grammar matters** (noun-verb agreement, passive voice, proper verb tense, and sentence construction)
- **Form matters** (typos, capitalization, and proper punctuation including possessive and proper use of semicolons and colons)
- **These will be graded with a letter grade:** A=uses multiple examples from the course materials and the grammar/form is without error or very minor errors; B= uses very few examples from the course materials, and grammar/form suffers from several errors; C=engages the topic but does not use specific course materials and/or the grammar/form suffers from significant errors that make it difficult to follow; D=very unclear how the blog relates to the materials for the week and/or suffers from egregious errors in grammar/form; F=entirely off topic and/or errors in grammar/form make the post incomprehensible; nothing handed in=0

### Weekly Wiki Group
- **Goal:** to provide a forum for discussing the totality of instruction materials assigned for the week (readings, presentation materials, etc)
- You will receive a prompt as a jumping off point.
- You will be split up into groups for the semester
- Each person must contribute to the Wiki at least once before the deadline
- Final points will be allocated as such: participation in 14-15 wikis= A; participation in 12-13 wikis= A-;
  participation in 9-11 wikis= B; participation in 5-8 wikis= C; participation in 1-4 wikis= D; participation in 0 wikis= 0
- **Unless provided with an excuse meeting the University Attendance Policy, late wikis will not be counted.**
- Wikis are not about one student writing one sentence and then another student adding another and so on. Instead, students should both add something new and modify what their colleagues have written before them. Students should weave the sentences together.

### 6 Individual Tweets
- **Goal:** to formulate a succinct assessment about the class materials
- In 140 characters (not words) or less pose a question or make a statement about the week’s topic based on engagement with the instruction materials
- These are meant to be professional – i.e. imagine that you are working for a cultural organization. Your tweets represent your organization. If you want people to consider supporting your institution, you need to make sure that your tweets are professional in tone and without grammar/form mistakes. Otherwise, someone might deem your organization illiterate.
- Tweets are to be completed individually. *Working with anyone else will be considered a violation of the Academic Honor Policy*
- **Content matters:** blogs will be assessed for their ability to synthesize and analyze the totality of instruction materials assigned for the week (readings, presentation materials, etc)
- **Grammar matters** (noun-verb agreement, passive voice, proper verb tense, and sentence construction)
Form matters (typos, capitalization, and proper punctuation including possessive and proper use of semicolons and colons)
- Tweets will be graded as such: A for clearly related to the topic, and free from errors in grammar/form; B for related to the topic but errors in grammar/form; C for unclear on how related to topic or egregious errors in grammar/form; D/F if entirely unclear how it relates to the topic and egregious errors in grammar/form.

Quizzes:
- Goal: to ensure that you have mastered a particular skill or know a particular concept
- These will be given in class and will be announced a head of time.

Digital History project (total 35% (steps: 5%; final project 30%)
Overview of the assignment:
- Throughout the semester you will engage the process of doing history
- The process of doing history is to research a historical topic, read secondary materials related to your historical question, analyze your research and reading, and finally synthesize that analysis into a final product. In this case, the final product will be a digital product instead of a traditional paper.
- The digital project is not simply a paper online. Instead, it will explore how the web can represent your topic in ways that a published book or article cannot.
- Knowledge of web design is NOT necessary.
- You will use Omeka to complete this project (more instructions on this program will be provided)

What is my digital project going to be about?
Everyone is going to do a project on a family member. Don’t want to do a relative? Pick a close friend. You will put your family member into a historical context. I will put up an example on our course site. (To give you just a brief sense, maybe your relative grew up in the 1960s and served in Vietnam. Maybe he/she immigrated to the United States in the 1950s. Maybe he/she went to FSU when it was a woman’s college. Maybe he/she grew up in Miami in the 1970s.) What you’ll want to do is put your relative’s personal history into a larger context. You could pick one aspect of the person’s life or you could do several decades. Again, I will put up an example but, in general, I want you to think about the larger events swirling that swirl around someone’s life personal life that shape his/her circumstances, maybe even when they don’t know it.

Do I get help along the way? Yes and to encourage you to work with me throughout the semester on the project, there are graded benchmarks worth 5% of your final grade
- These benchmarks are graded either as complete or incomplete (complete= 1 point; incomplete =0 points). Unless provided with documentation that would qualify under the University Attendance Policy as an “excused absence,” no late assignments will be graded as complete. I’m happy to look at late assignment, as the process of putting together the project is important for doing the final project. If you submit something late for me to look at, please let me know via email.
- Step #1: Choice of Topic Submission
  - Students must submit a one paragraph description of his/her topic (which family member and why)
  - Students must describe what primary source materials/collection they intend to use for their topic (i.e. will they use their own materials that they have digitized or use digitized materials from a public source domain such as Library of Congress or Florida Memory)
  - Students must have a statement of approval from the instructor before moving forward with their project
- Step #2: Bibliography of Secondary Sources Submission
• Students must have generated a bibliography of secondary source materials they intend to read in relation to their topic – must be at least 3 secondary sources

Step #3: Initial Choice of Primary Sources Submission
• Students must have identified what items they intend to include in their project – this can be a list

Step #4: Annotation of Bibliography Submission
• Students must hand in an annotated bibliography of their secondary sources
  o Annotations should be no less than 50 words but no more than 150.
  o Annotations must be made in complete sentences.

Step #5: Peer Review
• Students will comment on each other's projects

What does the final project need to look like?
#1: You Must Use Omeka
• Using Omeka, the final project must include the following elements:
  1. Items in the “Browse Items” section with their metadata filled out to the best of your ability (there need to be at least 5 items)
  2. A Bibliography page that provides an annotated bibliography of your sources (annotations should be between 50 to 150 words in length). You must have at least 3 secondary sources (articles and/or books written by scholars.)
  3. An Exhibit with the following
     a. An overall description
     b. At least one section, with section description
     c. At least 5 items with the captions filled out (no less than 50 words, no more than 150)

#2: You must turn in your final text for your digital project and submit it as a separate Word document through Turnitin

How will the final project be graded?
• Content and form will be graded equally
  ➢ Content that will be assessed:
    • Is the big idea (i.e. thesis) of your project clearly stated (i.e. a sentence/statement of what the project is about?)
    • Does the project use sub-themes to support the big idea?
    • Is evidence used to support the big idea?
    • Is the audience provided with some form of citation or resource page?
  ➢ Form that will be assessed:
    • Spelling (including typos, capitalization)
    • Usage (e.g., noun-verb agreement, passive voice, proper verb tense)
    • Proper punctuation (including possessive, proper use of semi-colons and colons)
    • Sentence construction (e.g. parallelism, fragments, run-ons)
    • Paragraph construction (topic sentences, coherence)

• A range: Content includes all of the elements listed above and the thesis is clearly stated; writing in the project is without or has almost no mechanical and/or grammatical flaws
• B range: Content is missing one of the elements and/or does not have a clearly stated thesis; writing in the project has some mechanical and/or grammatical flaws
• C range: Content is missing two or more of the elements and does not have a thesis; writing in the project has numerous mechanical and/or grammatical flaws
o D range: Content is missing three or more of the elements and does not have a thesis; writing in the project has tremendous number of mechanical and/or grammatical flaws
o F range: Content is missing all three elements; writing in the project paper is incomprehensible