

MAR 02 2011

LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action Date:
		11-28	AP-10/18/11	APP-11/08/11

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

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Proposing Department/Unit History	Phone 7-2573

Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each program proposal.

1. Course Proposals (check all that apply)
 New Course Course Prefix Change Course Deletion
 Course Revision Course Number and/or Title Change Catalog Description Change

HIST 379 History in the Digital Age

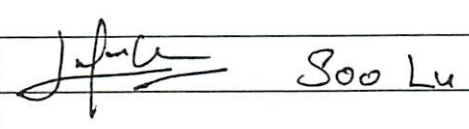

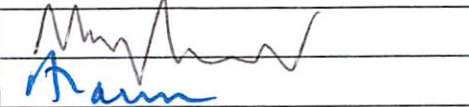
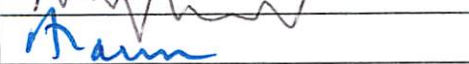
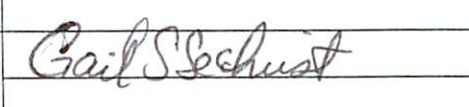
Current Course prefix, number and full title *Proposed course prefix, number and full title, if changing*

2. Additional Course Designations: check if appropriate
 This course is also proposed as a Liberal Studies Course. Other: (e.g., Women's Studies, Pan-African)
 This course is also proposed as an Honors College Course.

3. Program Proposals
 New Degree Program Program Title Change Program Revision
 New Minor Program New Track Other

Current program name *Proposed program name, if changing*

4. Approvals

		Date
Department Curriculum Committee Chair(s)	 Soo Lu	3/2/11
Department Chair(s)		2/20/11
College Curriculum Committee Chair		3/16/11
College Dean		3/16/11
Director of Liberal Studies *		
Director of Honors College *		
Provost *		
Additional signatures as appropriate: (include title)		
UWUCC Co-Chairs		10/20/11

*where applicable

Received
 OCT 20 2011
Liberal Studies

Received
 SEP 19 2011
Liberal Studies

**** SYLLABUS OF RECORD ****

I. Catalog Description

HIST 379 History in the Digital Age

3 class hour
0 lab hours
3 credits
(3c-01-3cr)

Prerequisite: History and Social Studies Education/History majors
Not applicable toward Social Studies education requirements

Examines the changes that digital technologies are bringing to the field of history and how historians research, write, present, and teach the past. Students will investigate the development of this new media and study the state of digital historical work by scholars, teachers, archivists, museum curators, and popular historians. As they examine this work, students will also explore the philosophical and ethical issues raised by efforts to put history online. Finally, students will be given an introduction to some of the programs used by historians and the public to create digital history.

II. Course Objectives

Students will be able to:

1. analyze how, why, where, and by whom should the past be presented online;
2. explain how the digital environment changes the way historians conduct history and the way they think about the past;
3. conduct successful digital research in both primary and secondary sources;
4. evaluate digital source material, both textual and visual;
5. locate and evaluate historical websites;
6. use software employed by historians for the creation of digital history.

III. Course Outline

A. Introduction and the Beginnings of Digital History (3 hours)

1. Introduction - perceptions and uses of a digital history.
2. What is out there?
3. Problems and issues with digital history
4. The future

B. Online Navigation and Searching (3 hours)

1. Web browsers and their differences
2. Basic web navigation and searching
3. How to locating historical sources online
4. Locating and navigating online databases for historians
5. History listservs and how they work
6. Plugins and addons

C. Web Site Design and Infrastructure (3 hours)

1. Basic guidelines for web design
2. Web site dos and don'ts
3. Evaluating history web sites on design
4. Evaluating history web sites on content
5. Public versus academic: Websites for specific audiences

D. Information literacy in the digital age (3 hours)

1. Citation of digital sources
2. Discussion of bibliographic software, such as EndNote, ProCite and Nota Bene
3. Use of bibliographic software (EndNote)
4. Research tools (Zotero)

E. Images and visuals for the Web (3 hours)

1. Issues surrounding the use of images on the web
2. How to scan images
3. Art manipulation software used by historians (Photoshop and Paint Shop Pro)
4. Copyright issues and watermarking
5. Preparing images for the web

F. Video (2 hours)

1. Advantages and disadvantages of video usage
2. Locating video online
3. Manipulating and uploading video

G. Audio (Podcasting) (2 hours)

1. Advantages and drawbacks to podcasting
2. Podcasting examples (good and bad)
3. Podcasting tools

Midterm Exam (1 hour)

H. Blogging and Twitter (2 hours)

1. Historical uses
2. Blogging sites and software
3. Twitter

I. Putting texts online (2 hours)

1. Introduction to OCR and .pdfs
2. Scanning texts
3. Preparing texts for the web

J. Introduction to specialized software and how they are used by historians (6 hours)

1. Database software (Access)
2. Geographical Information Systems (ArcGIS)
3. Presentation software (PowerPoint)
4. Museum software (Omeka)
5. Managing and integrating visual resources (VUE)
6. Virtual Worlds (Second Life)

L. Teaching in the Digital Age (3 hours)

1. The Possibilities of Digital Scholarship
2. Virtual Historical Communities
3. New Media Classroom

M. Digital Historians and the Public (3 hours)

1. Popular History Online
2. Wikis
3. Collecting and Discussing History Online
4. Open Access and Public Domain

N. Presentation and Critique of Class Digital Projects (6 hours)

Final Exam - During Final Exam Week (2 hours)

IV. Evaluation Methods

The final grade will be determined as follows:

30% Midterm and Final: These tests will consist of (50%) short answer questions based upon factual information, and (50%) longer essays dealing with questions that require the student to argue pro or con a particular position using relevant facts and raising and defeating counter arguments.

20% A web review essay that assess the current state of digital coverage of a particular historical topic in digital forms.

20% Short Assignments: Students will complete 5 short assignments (creation and maintenance of a blog, the creation of a podcast, the scanning and posting of a text, the creation of a basic web page, and the creation of an avatar in Second Life).

20% Digital History Project Proposal: The students (working collaboratively) will make a proposal for a digital history project and also develop a home page for it. The written proposal will examine the available digital information currently available in the proposed field of study, the resources needed to create the project, and a proposed timeline for the creation of the project.

10% Participation in class discussions.

Grading Scale: A: $\geq 90\%$ B: 80-89% C: 70-79% D: 60-69% F: $< 60\%$

V. Attendance Policy

All students are expected to keep up with their readings, to attend class regularly, and to participate in class discussions. It is important to read the assignments on time and to be prepared to discuss them in class. Students are expected to attend classes regularly. Every class period missed after the third one, (number 4 and on), will result in an automatic 2% deduction from your final class grade. It is understood that students will occasionally have to miss classes due to illness or personal emergency and absences for these reasons will be considered excused. Absences due to co-curricular and extracurricular activities will be considered excused provided that they are cleared prior to the absence.

VI. Required textbooks, supplemental books and readings

Michael J. Galgano, J. Chris Arndt, and Raymond M. Hyser. *Doing History: Research and Writing in the Digital Age* (Wadsworth Publishing, 2007).

Daniel J. Cohen and Roy Rosenzweig, *Digital History: A Guide to Gathering, Preserving, And Presenting the Past on the Web* (Philadelphia: University of Pennsylvania Press, 2005).

VII. Special resource requirements

None.

VIII. Bibliography

Agre, Phil. "Designing Genres for New Media: Social, Economic, and Political Contexts"
<http://dlis.gseis.ucla.edu/people/pagre/genre.html>

Ayers, Edward A. "The Pasts and Futures of Digital History" (1999)
<http://www.iath.virginia.edu/vcdh/PastsFutures.html>

Ayers, Edward L. "Technological Revolutions I Have Known." In *Computing in the Social Sciences and Humanities*. Orville Vernon Burton, ed. (2002). pp. 19-26.

Bass, Randy. "The Garden in the Machine: The Impact of American Studies on New Technologies."
<http://www.georgetown.edu/bassr/garden.html>

Bass, Randy and Roy Rosenzweig. "Rewiring the History and Social Studies Classroom: Needs, Frameworks, Dangers, and Proposals." *Journal of Education* (2000)
<http://chnm.gmu.edu/assets/historyessays/rewiring.html>

Cain, Joe. "Have I Wasted My Summer on This Web Site?" *AHA Perspectives Online* (February 1999)
<http://www.theaha.org/perspectives/issues/1999/9902/9902COM2.CFM>

Cavaliere, Patrick Anthony. "Socratic Method, Multimedia Courseware and History: The Case of Mussolini Illustrato." *Journal for the Association of History and Computing* 8 (2005).
<http://mcel.pacificu.edu/jahc/JAHCVIII1/articles/caviallre.html>

Cronon, William. "A Place for Stories: Nature, History, and Narrative." *Journal of American History* 78 (March 1992): 1347-76.

Darnton, Robert. "The New Age of the Book." *New York Review of Books* (18 March 2000)
<http://www.nybooks.com/nyrev/WWWarchdisplay.cgi?19990318005F>

Dietz, Steve. "Telling Stories: Procedural Authorship and Extracting Meaning from Museum Databases."
<http://www.archimuse.com/mw99/papers/dietz/dietz.html>

Easley, Larry, Steven Hoffman, and Joel Rhodes. "Warning! Technology Can Be Dangerous to Your Health: A Case Study from the Trenches." *Journal for the Association of History and Computing* 8 (2005).
<http://mcel.pacificu.edu/jahc/JAHCVIII1/articles/easley.htm>

Eco, Umberto. "Authors and Authority."

http://www.text-e.org/conf/index.cfm?switchLang=Eng&ConfText_ID=11

Ethington, Philip J. "Los Angeles and the Problem of Urban Historical Knowledge." *American Historical Review* (December 2000) <http://cwis.usc.edu/dept/LAS/history/historylab/LAPUHK/index.html>

Featherstone, Mike. "Archiving Cultures" *British Journal of Sociology* (Jan/Mar 2000).

Friedman, Adam. "Using Digital Primary Sources to Teach World History and World Geography: Practices, Promises, and Provisos." *Journal for the Association of History and Computing* 8 (2005).

<http://mcel.pacificu.edu/jahc/JAHCVIII1/articles/friedman.htm>

George Landow, "Hypertextual Derrida, Poststructural Nelson?"; "The Definition of Hypertext and Its History as a Concept;" and "Predictions" in *Hypertext: The Convergence of Contemporary Critical Theory and Technology*, (1996) <http://www.scholars.nus.edu.sg/landow/cpace/ht/jhup/contents.html>

Hunt, Lynn and Jack Censer. "Imaging the French Revolution."

<http://chnm.gmu.edu/revolution/imaging/home.html>.

J. Patrick McCarthy, "Commercial Publisher Web Sites for U.S. History Surveys." *AHA Perspectives Online*

<http://www.theaha.org/perspectives/issues/2000/0002/0002com1.cfm>

Kelly, T. Mills. "For Better or Worse? The Marriage of Web and the History Classroom." *Journal of the American Association for History and Computing* 3.2 (August 2000).

Kimmel, Julie. "Web Evaluation in the History Classroom: Reconsidering the Checklist." *Journal for the Association of History and Computing* 9 (2006).

<http://mcel.pacificu.edu/jahc/JAHCVIII2/articles/kimmel.htm>

Lesk, Michael. "How Much Information Is There in the World?" <http://www.lesk.com/mlesk/ksg97/ksg.html>

Lessig, Lawrence. *The Future of Ideas: The Fate of the Commons in a Connected World* (New York: Random House, 2001).

Manovich, Lev. "The Forms." In *The Language of New Media* (Cambridge, Mass.: MIT Press, 2001).

Manovich, Lev. "What Is New Media." In *The Language of New Media* (Cambridge, Mass.: MIT Press, 2001).

McGann, Jerome with Lisa Samuels. "Deformance and Interpretation." In *Radiant Textuality: Literature After the World Wide Web* <http://www.iath.virginia.edu/~jjm2f/deform.html>

O'Malley, Michael. "Building Effective Course Sites: Some Thoughts on Design for Academic Work." *Inventio* (Spring 2000) <http://chnm.gmu.edu/assets/historyessays/building.html>

O'Malley, Michael and Roy Rosenzweig. "Brave New World or Blind Alley? American History on the World Wide Web." *Journal of American History* (June 1997).

Pellier, Karine. "Contributions of data Management to Cliometrics." *Journal for the Association of History and Computing* 9 (2006) <http://mcel.pacificu.edu/jahc/JAHCIX1/articles/pellier.htm>

Petrik, Paula. "Top Ten Mistakes in Academic Web Design." *History Computer Review* (May 2000)
<http://chnm.gmu.edu/assets/historyessays/topten.html>

Pew Internet Project. "Online Communities: Networks That Nurture Long-Distance Relationships and Local Tie." (October 2001) <http://www.pewinternet.org/reports/toc.asp?Report=47>

Roy Rosenzweig, "The Riches of Hypertext for Scholarly Journals." *Chronicle of Higher Education* (March 17, 2000)

Rosenzweig, Roy. "The Road to Xanadu: Public and Private Pathways on the History Web."
<http://chnm.gmu.edu/assets/historyessays/e1/theroadtoxanadup.html>

Rosenzweig, Roy. "Scarcity or Abundance? Preserving the Past in a Digital Era." *American Historical Review* (June 2003) <http://chnm.gmu.edu/assets/historyessays/scarcity.html>

Rosenzweig, Roy. "Wizards, Bureaucrats, Warriors & Hackers: Writing the History of the Internet." (originally published in *AHR* [December 1998]) <http://chnm.gmu.edu/assets/historyessays/e2/wizardsp.html>

Sarantakes, Nicholas Evan. "So That a Tree May Live: What the World Wide Web Can and Cannot do for Historians." *AHA Perspectives Online* (February 1999)
<http://www.theaha.org/perspectives/issues/1999/9902/9902CFM3.CFM>

Schrum, Kelly. "Making History on the Web Matter in the Classroom."
<http://chnm.gmu.edu/assets/historyessays/e2/makinghistoryp.html>

Smith, Carl. "Can You Do Serious History on the Web?" *AHA Perspectives Online* (February 1998)
<http://www.theaha.org/perspectives/issues/1998/9802/9802COM.CFM>

Takeshita, Vernon. "Tangled Webs: The Limits of Historical Analysis on the Internet"
<http://www.dartmouth.edu/~history/newsletter/spring01/web.html>

Townsend, Robert. "All of Tomorrow's Yesterdays: History Scholarship on the Web." *AHA Perspectives Online* (May 2002) <http://www.theaha.org/perspectives/issues/2002/2050/2050pub3.cfm>

Veccia, Susan H. *Uncovering Our History: Teaching With Primary Sources*. New York: American Library Association, 2003.

Vergo, John. "'Less Clicking, More Watching': Results from the User-Centered Design of a Multi-Institutional Web Site for Art and Culture." (delivered at the MW 2001)
<http://www.archimuse.com/mw2001/papers/vergo/vergo.html>

Wellman, Barry and Milena Guila. "Virtual Communities as Communities: Net Surfers Don't Ride Alone." in Marc Smith and Peter Killock, eds. *Communities in Cyberspace* (1999).

Course Analysis Questionnaire

A. Details of the Course

A1. This course is one of the electives for students in the BA in History and BS in Social Studies Education/History Track. This course is not intended to be a Liberal Studies course. This course cannot

be incorporated into another existing course because of the scope needed to properly introduce students to the use of digital information as a tool for historians.

- A2. This course does not require changes in any other course in the department.
- A3. This course has been offered once as a special topic (HIST 481) at IUP during the spring semester 2010 and enrolled 15 students.
- A4. This course is not intended to be dual level.
- A5. This course is not to be taken for variable credit.
- A6. Similar courses are offered at the following institutions, among others:
The City College of New York, History 1729, "Historian and the Computer."
Virginia Tech, History 5644, "Digital History Research Seminar"
George Mason University, History 696, "Clio Wired: An Introduction to History and New Media."
- A7. No professional society, accrediting authority, law or other external agency recommends or requires the content or skills of this proposed course.

B. Interdisciplinary Implications

- B1. This course will be taught by one instructor.
- B2. While some of the content of this course overlaps slightly with one other course taught at the University in Library Science (LIBR 251 Information Access in the Digital Age), this course is specifically designed for history majors and their distinctive discipline and career needs.
- B3. This course is not cross-listed.

C. Implementation

- C1. No new faculty member is required to teach this course as several current faculty members are qualified to teach this course. This course will be counted as one preparation and one hour of equated workload.
- C2. Other resources:
 - a. Current space allocations are adequate to offer this course.
 - b. The history department has a History Department Technology Resource Lab with money awarded for a Technology Fee special project. This Resource Lab will be used at various times to allow the students to practice with various software programs.
 - c. No laboratory supplies beyond what is currently available at this time are necessary for this course.
 - d. Library holdings are adequate.
- C3. None needed.
- C4. This course will be offered once every other academic year.
- C5. One section will be offered at a time.

- C6. This class will accommodate 25 students at a time, which is the current number of students taught in majors classes for history students.
- C7. No professional society recommends enrollment limits or parameters for this course.
- C8. This course does not involve the use of distance education.

D. Miscellaneous

No additional information is necessary.