
Course Description

What happens when the study of the past is presented in the digital realm? How does research and writing in a time when millions of significant primary and secondary source texts, photographs, videos, audio sources, artifacts, maps and much more have been made available via academic and public realms? Students will be introduced to a range of works on evaluating, interpreting and creating history using digital tools. Beyond course readings we will also critically engage a range of digital tools and resources as students will also learn how to construct, post, maintain and implement new media in their course work. This course will explore the current and potential impact of the use of digital media on historical analysis, practice, research and presentation.

This course will be taught with a blended learning model, including some flipped classes where students will watch relevant tutorials and lectures related to key concepts and then trouble shoot and collaborate in-class and using Adobe Connect.

Course Information

Professor: Dr. J. M. McCutcheon (Jo)
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Office Hours: By appointment/Adobe Connect
Phone: 613.853.1867
Email: jomac@uottawa.ca **Twitter:** @jomac1867
Location: SMD 221
Class Times: Mondays and Wednesdays: 17:30 to 18:50 (5:30 pm to 6:50 pm)

Please note - there is no required textbook to purchase this term. Instead, students will download online materials regularly and most course resources will be digital.

Summary of Student Evaluation = 100%*

Evaluation/Assignments	Date Due	%
Zotero Bibliography	September 30 th	10
Using Digital Tools (Wikipedia)	October 21 st	15
Evaluating Digital Projects	November 16 th	15
Participation/Reflections: Readings/Wikis/Blogs/SM	On-going	30
Final Summative Research Project *may be submitted earlier	December 16 th *	30

*Please note: some elements of assignments may be adapted to student interest/experience.



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Introduction: Background, Expectations and Culture

This course will be a hybrid of short lectures, in-class and on-line discussions, hands on learning and collaborative learning. Students are encouraged to build on their current research interests and/or select topics that will assist them with future career opportunities that may include teaching, archives, museums, professional research, public policy or a career that has not yet been envisioned. This course provides students with the opportunity to follow their current research passions and interests as well.

For this course, students do not need to have an expertise in programming or database design. Some students will bring an expertise in gaming, basic programming and social media. This class may give you the opportunity to expand your comfort zone with regard to the practice of history and using diverse tools and new technologies to *enhance* and *facilitate* your work.

One perspective I will bring to this course is my experience of working in the private sector as an historian who regularly hired history students to work on a diversity of projects, most often archive-based work that was later systematically analyzed using a diversity of database platforms. An important learning objective will be to build simple databases to systematize and manage research on an individual level. These skills can be applied to larger web based database projects. I have been using databases to track, manage and analyse research for almost 25 years. I have been using FileMaker since the early 1990s, but there is other software that we can use to systematize research. Students will use Zotero and explore other database options.

Another area of interest is how social media is used by historians and to communicate history. Students will be encouraged to join conversations, follow #hashtags, develop lists of historians/news organizations. When attending departmental events, public lectures, watching historical dramas, etc., students may engage in conversations and post/share this information in blogs/twitter feeds/Storify and other forms to communicate among peers and a wider public audience. Students will have the opportunity to blog/tweet/analyze/reflect and consider their digital footprint/identity. Finally,

Blackboard and possibly a class website will be important tools and resources for students. Please check for announcements and updates regularly. Communicating interests, challenges, and successes is also an important part of this class. News articles, radio reports and digital resources will be regularly uploaded as part of class discussions and as tools for assignments a class #hashtag will be established. A Facebook group is also available.

Students who may be used to a more traditional lecture format may not be comfortable with the interactive nature of this class. Students will be expected to use the Internet and a number of websites to complete major assignments. To be successful, you will need to learn to evaluate on-line and digital resources. Please touch base with any questions you may have regarding course material. Students can maintain an ongoing dialogue using Lecture Tools in addition to traditional means of communication.



Learning Objectives

By the end of this course you should be able to:

1. Describe the origins of the digital era and to articulate what it means to do history in Canada in the digital age;
2. Build and maintain a database using Zotero;
3. Identify appropriate digital tools and to use them to evaluate and analyze primary sources relevant to history in Canada – Omeka, GIS, Visione, Twitter and other digital tools;
4. Identify and evaluate digital projects and to provide an analysis that reflects an established set of criteria;
5. Effectively communicate ideas, debates and findings using social media tools;
6. Generate a history project relevant to history in Canada, using primary sources and applying tools and skills learned in this course.

Learning Outcomes

A key component to evaluating learning will be to provide timely feedback for all of your course work. Students will be expected to submit assignments electronically and feedback will be provided electronically as well. Assignment expectations and grading rubrics are available via and are linked to the appropriate learning activities.

General Learning Outcomes	Teaching and Learning Activities
1. Historical Knowledge regarding digital tools and resources – the digital era:	Course material, lectures, supplemented by readings and primary documents from assigned readings via Blackboard and social media sites. In-class discussions, hands-on workshops and debates that will help us articulate criteria and protocols.
2. Systematizing research using databases:	Students will use Zotero to learn how to systematize, organize and analyze their research. Other tools will be explored.
3. Evaluating secondary sources and digital projects.	Students will evaluate secondary sources available in digital forms and use defined criteria to evaluate a digital project.



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4. Applying critical skills and evaluating historical sources:	Students will be required to use a digital tool to demonstrate their understanding of how these tools facilitate, compliment or enhance our ability to 'do history'. Students will have the option of completing a <i>Wikipedia</i> entry, considering how this resource has evolved, its challenges and its opportunities. Other text mining or visualizing tools may be used as well. (Visione – Voyant)
5. Effectively communicating using social media tools:	Professionalism, respect, and engaging in debates that provide opportunities to bridge the distances among scholars will be important to this class. Discussions regarding the
5. Generating history:	Final research projects are intended to provide students with the opportunity to generate history for an internal (me) or external audience (social media users). Integrating digital resources into coursework, while considering the theory and practice of history key to your work.

Course Outline, Readings and Schedule

Blog posts from organizations like [Active History](#), and from a diversity of digital history practitioners will be linked to course material throughout this term. Students will be encouraged to share readings, discussions and debates from a diversity of media platforms as they related to the practice of history in the digital era.

September 9, 2015 – Introduction to this Class

Course assignments, tools, resources and social media will be discussed along with readings related to the history of the web, digital resources and digital history. Students will take time to bookmark links, organize digital course material and become familiar with navigating tools and resources for this class.

[Centre for Oral History and Digital Storytelling – Concordia University – Digital Tool Box](#)

[NICHE Canada – Digital Tools](#)

[Digital Research Tools](#)

Reading: Daniel J. Cohen [“Exploring the History Web”](#)

Tool: Students will be introduced to *Adobe Connect*



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September 14 & 16, 2015 – What is Digital History? How has ‘doing’ history changed in the digital era?

Stephane Levesque, “Discovering the Past: Engaging Students in Digital History”

Daniel J. Cohen, "History and the Second Decade of the Web", June 2004

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

Daniel J. Cohen, Michael Frisch, Patrick Gallagher, Steven Mintz, Kirsten Sword, Amy Murrell Taylor, William G. Thomas, III and William J. Turkel, “Interchange: The Promise of Digital History” *Journal of American History* Volume 95, No.2 (Sep., 2008), pp. 452-491.
(Blackboard)

Douglas Seefeldt and William C. Thomas, What is Digital History, *Perspectives*, May 2009

Daniel J. Cohen, "Creating Scholarly Tools and Resources for the Digital Ecosystem: Building Connections in the Zotero Project,” *First Monday*, 13, 8 (August 2008).

Tool: [Zotero](#)

September 21st 2015 – Proceed with Caution – Challenges with Digital Tools and Resources

Readings:

Ian Milligan “Illusionary Order: Online Databases, Optical Character Recognition, and Canadian History, 1997-2010.” *Canadian Historical Review* 94, 4, December 2013 (Blackboard Learn)

Tim Hitchcock, “Confronting the Digital or How Academic History Lost the Plot” *Cultural and Social History*, Volume 10, Issue 1, pp. 9-23 (See Blackboard Learn)

Joshua Brown, "History and the Web, From the Illustrated Newspaper to Cyberspace: Visual Technologies and Interaction in the Nineteenth and Twenty-First Centuries”, June 2004

University of Ottawa: Textual Analysis Tools

Tool: *Online databases and Data Mining*



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September 23rd Doing Digital History in Canada – Survey of What is out There: *Gaming*

Readings:

Shawn Graham “Pulling Back the Curtain: Writing History Through Gaming”

<http://quod.lib.umich.edu/d/dh/13396229.0001.001/1:19/--web-writing-why-and-how-for-liberal-arts-teaching?g=dculture;rgn=div1;view=fulltext;xc=1>

Kevin Kee, Shawn Graham, Pat Dunae, John Lutz, Andrew Large, Michel Blondeau, and Mike Clare, "Towards a Theory of Good History through Gaming" *The Canadian Historical Review* 90.9 (2009): 303-326 (See Black Board)

GUMCH

Ruth Sandwell and John Sutton Lutz, “What Has Mystery Got to Do with It?” in Kevin Kee (editor) *Pastplay: Teaching and Learning History with Technology* (University of Michigan Press, 2014) 23-42.

Students will have an opportunity to discuss their experience with gaming and learning and contribute to the class wiki.

September 28th & 30th – Doing Digital History in Canada – Tools

Readings:

Ian Winchester & Jan Sundin, “Towards Intelligent Databases: Or the Database as Historical Archivist” *Archivaria* (See Blackboard Learn)

Chad Gaffield, “Making an Archival Golden Age in the Changing World of Digital Scholarship” *Archivaria* (See Blackboard Learn)

Jean Dryden, “Just Let it Go? Controlling Reuse of Online Holdings” *Archivaria* (See Blackboard Learn)

Guest Lecture: to be determined, Digitized Resources, Library and Archives Canada

Tool: Online databases: [Library and Archives Canada](#)

October 5-7 – Historical GIS – Mapping our Past

Readings:

See – [Bibliography of Works in Print on Historical GIS](#) – students will identify readings they are interested in to discuss this week in advance of the class.

Jennifer Bonnell and Marcel Fortin (editors) *Historical GIS in Canada* University of Calgary Press, 2013.



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University of Ottawa – GIS Resources, TBT

October 7th, Guest Lecture: Ryan Shackleton, Founder and Owner, Know History

Tool: ArcGIS

October 14 – It’s an open source and wiki world - what does that mean for authenticity and control?

Roy Rosenzweig, *“Wikipedia: Can History Be Open Source?”*, June 2006

Margaret Conrad, “Public History and its Discontents or History in the Age of *Wikipedia*,” *Journal of the Canadian Historical Association/Revue de la Société historique du Canada*, 18. 1 (2007): 1-26. (Black Board)

Tool: [Wikipedia](#)

October 19, 2015 Collecting History Online

Readings:

Steven High, Jessica J. Mills, Stacey Zembrzycki, *Telling Our Stories/Animating Our Past: A Status Report on Oral History and New Media* Centre for Oral History and Digital Storytelling, Concordia University, 2010.

Daniel J. Cohen, *“Collecting History Online”*

Tool: [Omeka](#)

October 21, 2015 – Learning to Use Omeka

Invited Guest: Nancy LeMay – Digital Humanities Librarian

October 26th to October 30th - READING WEEK



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November 2, 2015: Layering Ethics: Collecting Online History – Indigenous Histories

This week we will explore the ethics of collecting oral history, oral traditions, and testimonies and consider in particular the case of the Truth and Reconciliation Commission and issues generally related to oral history.

Readings:

Indigenous girls and Video Games

Jennifer Wemigwans, "Indigenous Worldviews: Cultural Expression on the World Wide Web" *Canadian Woman Studies* 26.3/4 (Winter/Spring 2008): 31-38. (Blackboard)

Destruction of Records: Independent Assessment Process/Legal Decision

Truth and Reconciliation Commission – Statement Gathering

Indigenous history at the Library and Archives Canada

November 4, 2015: 3D Visualization Tools – Adobe Connect Guest - John Bonnett, PhD Brock University

Students will have access to materials that have been developed by historian, John Bonnett, relating to 3D modelling. Students will have access to primary sources and fire insurance plans of Ottawa in the late 19th century that provides documentation of structures situated in the downtown core and LeBreton Flats.

Reading:

https://www.academia.edu/1059869/New_technologies_new_formalisms_for_historians_The_3D_virtual_buildings_project

November 9 – 11, 2015: Evaluating Online History

Collaborating to establish an evaluation tool

Guidelines for Evaluation Digital Academic Scholarship – American Historical Association

Virtual Museum of Canada



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November 16-18 – Defining Your Projects

Collaborative work to draft your project scope, plan and identify sources and approaches to your projects. Please check course resources – Blackboard and Facebook for additional information and relevant readings.

November 23-25 – Tools for Your Projects

Collaborative work to draft your project and identify digital skills and digital tools

**November 30th & December 2: Presenting Your Research
December 7 & December 9: Presenting Your Research**

During these four classes – students will have 5 minutes to present their topic, tool and objective for their research project. This element of the course is meant to be an opportunity for you to articulate your project to your colleagues. It is meant to give you an opportunity to obtain feedback and suggestions from your colleagues and to provide a link to primary sources and digital tools.

Evaluation of Learning

**Assignment # 1: Creating and Managing a Zotero Database
Due September 30th, 2015 end of day via Blackboard , Value - 10 %**

For this assignment, your database should contain at least ten academic books, ten news articles, fifteen websites (blogs/projects) and fifteen peer-reviewed articles (with links). Based on in-class workshops and discussions, your database will be evaluated based on your ability to navigate online databases, to correctly assemble a database, and to integrate PDFs into your computer's library.

**Assignment # 2: Wikipedia – Understanding, using and writing collaborative Resources:
Due October 21st, 2015 end of day via Blackboard, Value - 15 %**

The point of departure for this assignment is to consider the history, importance, and scope of Wikipedia. Students will provide a brief introduction that includes information about your experience using this online resource. How have historians used Wikipedia? Do they contribute? Why or why not?



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Students will identify a topic and determine whether they will update a historical Wikipedia entry or create an entry. Students will select an entry in advance, selecting an entry that needs to be updated and is related to a topic with which you are familiar. In class, we will review the criteria for Wikipedia entries and discuss the format and requirements.

You should add 2-3 paragraphs conveying significant historical points, with details and footnotes to **academic** articles or books (at least 2-3 sources). You may not use lecture notes, encyclopaedias (including Wikipedia entries), or textbooks as sources for this assignment. Grading will be based on historical significance of the information you added and the clarity of your explanation. We will check into your entries later during the term.

Please note: students may suggest an alternative resource to contribute to and evaluate.

**Assignment # 3: Digital Project Evaluation 15 %
Due November 16th, end of day via Blackboard**

Given the importance of the Internet and using digital tools like virtual exhibitions, data archives and interactive learning websites, you will write a short evaluation of at least 1000 words and no more than 1750 words describing and evaluating the content of at least two digital resources that may include an information website, a data archive/database, a commemorative website or any of the websites you would like to evaluate. Throughout this term, you will contribute to the list of resources located at the end of this syllabus.

You will explain how you are evaluating the website/project/tool and what criteria the website must meet to be considered an important and reliable source for history students in Canada. How relevant is the website material to this course or to your project? Would you recommend it to a friend or use it for your research? See Blackboard for more details and information about this assignment.

Final Summative Projects: Due December 16th end of day via Blackboard 30 %

Students must select their final topic by **November 4th** and it will be approved by **November 9th** or earlier. You will present your project to colleagues at the end of term. All students will provide constructive and respectful feedback to colleagues. You may select a group or collaborative project. This project will become part of the weekly work we undertake in workshops and online discussions. Students will be provided with examples of previous projects submitted by students. See Blackboard for more information about this assignment as your interests and experience will be considered when suggesting topics.



Participation/writing/reflections/twitter/blogs/wikis: ongoing 30 %

Students will be graded on the following elements of their participation

1. Readings/participation – using Adobe Connect – students will often work in small groups to identify and evaluate the diversity of digital tools that can be used to enhance doing history in Canada. Adobe Connect will be used most classes. Students will undertake a self-evaluation and I will review this grade at the end of the term. **(10 %)**
2. A mid-term reflection on learning objectives. On **November 4th** – students will submit a reflection on their learning and course expectations. They will also provide feedback on what is working and what might be changed. **(5 %)**
3. Updated Zotero bibliography – using primary sources. On **December 9th** you will submit a reflection of your work with Zotero (end of term). Students will update their Zotero bibliography to reflect the work they will be undertaking for the final research project. **(5 %)**
4. Contributions to class wikis, twitter, Facebook, social media. Ongoing – students will participate/comment/contribute to wikis, twitter, Facebook and yet to be determined social media. Ongoing until December 22nd, 2015. **(10 %)**

Resources for Students

Mentoring Centre - <http://www.arts.uottawa.ca/eng/mentoring/>

Academic Writing Help Centre - <http://www.sass.uottawa.ca/writing/>

Counselling Service- <http://www.sass.uottawa.ca/personal/>

The Counselling Service offers personal counselling, career counselling and study skills counselling.

Access Service - <http://www.sass.uottawa.ca/acces/>

The Access Service contributes to the creation of an inclusive environment by developing strategies and implementing measures that aim to reduce the barriers to learning for students who have learning disabilities, health, psychiatric or physical conditions.



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A Point of Departure: Some Key Resources and Readings

Your final projects will focus on a topic and tool related to Canadian history. Borders are fluid and they are both political and social constructions. Depending on your topic, time and place, you may benefit from resources hosted by American, British or European universities.

(See also the Blackboard Wiki and Course Website/Blog/Facebook/Twitter)

University of Ottawa – Digital Humanities Research Guide

The Programming Historian (multiple contributors to lesson plans)

Early Canadiana Online: <http://eco.canadiana.ca>

Canadian Parliamentary Historical Sources: <http://parl.canadiana.ca>

Dictionary of Canadian Biography: <http://www.biographi.ca/en/index.php>

Historica

<https://www.historica-dominion.ca>

The Historical Atlas of Canada

<http://www.historicalatlas.ca/website/hacolp/>

Parks Canada

<http://www.pc.gc.ca/eng/index.aspx>

Statistics Canada

<http://www5.statcan.gc.ca/researchers-chercheurs/index.action?lang=eng&start=1&end=25&search=&sort=0&them&1&dateState=-1&seriesState=-1&authorState=-1&showAll=false&univ=7&MMI>

Virtual Museum of Canada

<http://www.museevirtuel-virtualmuseum.ca/index-eng.jsp>

Centre for the Study of Historical Consciousness

<http://www.cshc.ubc.ca/projects/>

Canadian Heritage Information Network

<http://www.rcip-chin.gc.ca/index-eng.jsp>

Canadian Encyclopedia

<http://www.thecanadianencyclopedia.com/index.cfm?PgNm=HomePage&Params=A1>

Ancestry.ca

Our Roots



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<http://www.ourroots.ca>

<http://dirtdirectory.org>

<http://historicalthinking.ca/>

www.virtualhistorian.ca

International Resources and Tools for Reference

Australia

<http://dhistory.org/>

United States

AHA Digital History Session Recap, 2015

Roy Rozensweig Centre for History and New Media: <http://chnm.gmu.edu/research-and-tools/>

Digital Public Library of America

<http://sheg.stanford.edu/projects>

<http://historicalthinkingmatters.org/>

Digital Publications

Digital History: A Guide to Gathering, Preserving, and Presenting the Past on the Web Daniel J. Cohen and Roy Rosenzweig

Digital Culture Books – Digital Humanities Series – e-books:

- Web Writing: Why and How for Liberal Arts Teaching and Learning Edited by Jack Dougherty and Tennyson O'Donnell
- Pastplay: Teaching and Learning History with Technology by Kevin Kee
- Writing History in the Digital Age by Kristen Nawrotzki and Jack Dougherty
- Hacking the Academy: New Approaches to Scholarship and Teaching from Digital Humanities Edited by Daniel J. Cohen and Tom Scheinfeldt

<http://www.digitalculture.org/books/book-series/digital-humanities-series/>