The purpose of this reading course is to expand the experience of History graduate students in various sorts of digital scholarship, focusing especially on the fields known as Digital Humanities and Social Science Computing – the first focusing primarily on digital presentation of texts, the second focusing on statistical analysis of tabular data. Since historical studies draw at once on humanities and social science traditions of analysis, the initial emphasis of this campaign of reading, in the first few weeks, will be to develop a map of the varying techniques, philosophies, and research agendas of digital humanities and social science computing.

For later parts of the course, each student will select topics of particular interest within this wide range of possibilities, and will read to gain knowledge of techniques of analysis and presentation but also to learn what empirical and interpretive results emerge from the approaches studied. In this part of the course, students will doubtless diverge from each other in their reading. In the weekly meetings of the course, students will need to explain to each other the basics of what they have found in their own readings, and will need to pose good questions about the reading conducted by others.

The syllabus will develop in incremental versions as readings are added and perhaps deleted in the course of the semester.

**Week 1, Jan. 7.**
John Unsworth, “What is Humanities Computing and What is Not?” online article. [Word file]

**Week 2, Jan. 14.**
N. Katherine Hayles, *How We Think: Digital Media and Comparative Technogenesis* (2012) [Reserve]
Week 3, Jan. 21.
Charles Harvey and Jon Press, *Databases in Historical Research: Theory, Methods, and Applications* (1996) [Reserve]

Week 4, Jan. 28.
Toni Weller, ed., *History in the Digital Age* (2013) [Reserve]

Week 5, Feb. 4.

Week 6, Feb. 11.

Week 7, Feb. 18.

**Ontology of Digital Humanities.**
Each week, we will spend some time trying to map out the overall configuration of Digital Humanities and Social Science Computing. That is, what are the disciplinary, methodological, topical, interpretive, ideological, and other distinctions within the broad and overlapping fields in which we are reading. Of course we will never come up with a definitive categorization, but we might find it very helpful to explore and debate the
various subgroups within this overall approach.

**Reserve Collection.** Here are the books listed for the Reserve Book collection for HIST 2902 (Manning). All are on 7-day reserve.

G70.212.S654 2010  
Bodenhamer, David, et al  
Spatial Humanities

Q387 .B69 2005  
Bowker, Geoffrey  
Memory Practices in the Sciences

BD175 .B68 1999  
Bowker, Geoffrey, and Susan Leigh Star  
Sorting things out: classification and its consequences

D16.117 .C64 2006  
Cohen, Daniel J. and Roy Rosenzweig  
Digital History

AZ186 .H33 2013  
Cohen, Daniel J., and Tom Scheinfeldt  
Hacking the Academy

D16.12 H37 1996  
Harvey, Charles, and Jon Press  
Databases in historical research

P96 .T42 H39 2013  
Hayles, Katherine  
How we think: digital media an contemporary technogenesis

H61 K5437 1994  
King, Gary, Robert O. Keohane, Sidney Verba  
Designing Social Inquiry

Q175.5 L3513 1993  
Latour, Bruno  
We have never been modern

AZ105 .M245 2005  
McCarty, Willard  
Humanities Computing
Rosenzweig, Roy
Clio wired: the future of the past in the digital age

Schreibman, Susan, Ray Siemens, John Unsworth, eds.
Companion to digital humanities

Weller, Toni, ed.
History in the digital age