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A Digital Investigator for  
Historical Newspapers

 universität  
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Syllabus

# Introduction to Digital Practice in the Historical Sciences

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**level**  
**workload**  
**curriculum**  
**topic**  
**type**  
**time**

BA-/MA  
2,5 ECTS  
history, University of Innsbruck  
Digital History/Digital Humanities  
Lecture & Exercise  
62,5 SSt.

**Digital Humanities** is a term used for a diverse field of digital approaches in humanities research. **Digital history** is considered part of this field, which for a long time did not develop independently either as a discipline or as a specific method. In the meantime, however, this has changed significantly. Promoted by rapid technological developments, enormous digitization efforts, changing educational needs and because of the boom in so-called public history, the methodological as well as academic involvement in the field has increased.

**Understanding** digitization processes, possibilities for analysis and visualization tools as well as applying digital methods nevertheless remains a complex challenge for historians. At the same time, digital methods can be **trained**, and existing tools can be **used** without further computer science skills. This course therefore introduces some digital humanities and/or digital history approaches, gives insight into the use of various useful tools and trains the handling of digital methods. In addition, special attention is paid to **critically reflecting** on the effects of digitalization on our societies.

The **changes** in historical research and teaching due to the "digital turn" are at the heart of the course. Digital research resources, archives, libraries, appropriate source and media criticism will be discussed theoretically and practiced, as will corpus linguistic approaches and new visualization possibilities or the use of social media for teaching history. Using practical examples (digitized historical newspapers), a digital history project will be carried out from scratch, that is: scanning the material, creating a digital corpus, transcribing and annotating as well as analyzing and visualizing the corpus and finally digitally narrating results.



**No special Computer Science skills** are necessary. A basic understanding of computers and historical studies as well as the willingness to get involved with new things are good prerequisites. Students will work on independent projects and get to know different methods using guided digital "workouts", which will ultimately lead to an online presentation of their projects in the sense of a digital public history.

# Workload, learning objectives, methods

Workload	
Attendance and regular active collaboration. It is expected that students come to class prepared (that is: prepared to discuss the reading material and the video/audio material etc.) and actively participate (discuss their own projects, give critical feedback, test tools and methods, digitize historical material for their own project, etc.)	30 %
Download (digitize), process, edit and annotate a corpus of historical material	30 %
Write 4 blog-posts critically reflecting digital historical methods	30 %
Presentation of project in a 7-minute podcast (minimum)	10 %

## Student learning objectives

After successfully completing this course, students should be able to critically examine the relationship between digital technologies and the humanities in the past and today, think critically about various standards, applications, and tools within the digital humanities; critically discuss digital humanities projects, current methods and theoretical approaches to the field; identify opportunities and limitations that exist at the intersections of the digital humanities; plan, develop, and evaluate digital humanities research projects; critically reflect the impact of the digitization of our societies, talk about fake news and alternative facts and compare the developments to historical events.

## Methods



# Course literatur



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Cohen, Daniel J./Frisch, Michael/Gallagher, Patrick/Mintz, Stefan, Sword, Kirsten/Murrell Taylor, Amy/Thomas, William G./Turler, William J., Interchange: The Promise of Digital History, in: The Journal of American History 95 (2008), 2, pp. 452–491.

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Liu, Alan, The Meaning of Digital Humanities, PMLA 128 (2013), <https://liu.english.ucsb.edu/the-meaning-of-the-digital-humanities/>, 409-423, eingesehen 26.1.2020.

Marjanen, Jani (with comments by Antti Kanner and Ruben Ros), What's the frequency, Kenneth?, in: NewsEye Blog, 6.5.2019, <https://www.newseye.eu/blog/news/what-s-the-frequency-kenneth/>, eingesehen 20.1.2021.

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Meeks, Elijah/Weingart Scott B., The Digital Humanities Contribution to Topic Modeling, in: Journal of Digital Humanities 2 (2012), 1, <http://journalofdigitalhumanities.org/2-1/dh-contribution-to-topic-modeling/>, eingesehen 20.1.2021.

Middell, Matthias/Naumann, Katja, Global history and the spatial turn: from the impact of area studies to the study of critical junctures of globalization, in: Journal of Global History (2015) 5, 149–170, doi:10.1017/S1740022809990362, eingesehen 20.1.2021.

Mullen, Lincoln, A Braided Narrative for Digital History, in: Gold/Klein (ed), Debates in the Digital Humanities 2019, 382–388.

Pfanzelter, Eva, Die historische Quellenkritik und das Digitale, in: Archiv und Wirtschaft. Zeitschrift für das Archivwesen der Wirtschaft 48 (2015), 1, 5–19.

Schreibman, Susan/Siemens, Ray/ Unsworth, John (Hrsg.), A Companion to Digital Humanities, 2004, <http://www.digitalhumanities.org/companion/>, eingesehen 26.1.2020.

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# Tools and digital methods

Course-Blog: DH@Innsbruck <https://dhuibk.hypotheses.org/>

Atlas.ti: <https://atlasti.com/free-trial-version/>

EduPad: <https://edupad.ch>

Google Trends: <http://trends.google.com>

Internet Archive, Wayback Machine: <http://archive.org>

The Digital Methods Initiative: <https://wiki.digitalmethods.net/>

KH Coder: <https://kncoder.net/en/>

KnightLab: <https://knightlab.northwestern.edu>

Microsoft Microsofts Screenshot One Pro: <https://www.microsoft.com/en-us/p/screenshot-one-pro/9nsspdbx83lh?activetab=pivot:overviewtab>

Overview: <https://www.overviewdocs.com/>

Palladio: <http://hdlab.stanford.edu/palladio/>

MAXQDA: <https://www.maxqda.com/>

Nodegoat: <https://nodegoat.net/>

Programming Historian: <https://programminghistorian.org/>

Transkribus: <https://readcoop.eu/transkribus/>

Voyant tools: <https://voyant-tools.org/>

Orange Data Mining: <https://orangedatamining.com/>

ANNO AustriaN Newspapers Online: <https://anno.onb.ac.at/>

NewsEye Plattform: <https://platform.newseye.eu/>

(RetroNews, Bibliothèque Nationale de France: <https://www.bnf.fr/fr/retronews-le-site-de-presse-de-la-bnf>)

(National Library of Finland: <https://www.kansalliskirjasto.fi/en>)

(Chronicling America: <https://chroniclingamerica.loc.gov/>)



# Course calender

Types	Modules
Virtual Classroom (VC) & Online self-learning unit (OS)	<p><b>Modul 1:</b> Introduction Workload, Course Content, „rules of the course“ etc.; blogging the history-sphere, course-blog <b>HÜ: Digital Workout I</b> Course-blog: <a href="https://dhuibk.hypotheses.org/">https://dhuibk.hypotheses.org/</a></p>
VC	<p><b>Modul 2:</b> Digital History &amp; Digital Humanities, Concepts, Projects, Ressources &amp; Copyright <b>HÜ: Digital Workout II</b> Microblogging-Platforms: Twitter: <a href="https://twitter.com/">https://twitter.com/</a> Instagram: <a href="https://www.instagram.com/">https://www.instagram.com/</a> Tumblr: <a href="https://www.tumblr.com">https://www.tumblr.com</a></p>
VC & OS	<p><b>Modul 3:</b> The Internet as an archive <b>HÜ: Digital Workout III</b> Google Trends: <a href="http://trends.google.com">http://trends.google.com</a> Internet Archive Wayback-Machine: <a href="http://archive.org">http://archive.org</a> Internet Archive Wayback Machine Link Ripper: <a href="https://tools.digitalmethods.net/beta/internetArchiveWaybackMachineLinkRipper/">https://tools.digitalmethods.net/beta/internetArchiveWaybackMachineLinkRipper/</a> Microsofts Screenshot One Pro: <a href="https://www.microsoft.com/en-us/p/screenshot-one-pro/9nsspdbx83lh?activetab=pivot:overviewtab">https://www.microsoft.com/en-us/p/screenshot-one-pro/9nsspdbx83lh?activetab=pivot:overviewtab</a></p>
OS	<p><b>Modul 4:</b> From paper to digital data (DocScan, Transkribus, ANNO, NewsEye) <b>HÜ: Digital Workout IV</b> (DocScan App: <a href="https://play.google.com/store/apps/details?id=at.ac.tuwien.caa.docscan&amp;hl=de_AT&amp;gl=US">https://play.google.com/store/apps/details?id=at.ac.tuwien.caa.docscan&amp;hl=de_AT&amp;gl=US</a> <a href="https://apps.apple.com/de/app/doc-scan-pdf-scanner-fax/id453312964">https://apps.apple.com/de/app/doc-scan-pdf-scanner-fax/id453312964</a>) Edupad: <a href="https://edupad.ch/">https://edupad.ch/</a> ANNO: <a href="http://anno.onb.ac.at/">http://anno.onb.ac.at/</a> NewsEye Platform: <a href="https://platform.newseye.eu/">https://platform.newseye.eu/</a> Transkribus: <a href="https://readcoop.eu/transkribus/">https://readcoop.eu/transkribus/</a></p>

# Course calender

Modus	Module
VC & OS	<b>Modul 5:</b> Frequencies, collocations, co-occurencies etc. <i>HÜ: Digital Workout V</i> Voyant Tools: <a href="https://voyant-tools.org/">https://voyant-tools.org/</a> NewsEye Platform: <a href="https://platform.newseye.eu/">https://platform.newseye.eu/</a> <i>Blogpost I</i>
OS	<b>Modul 6:</b> Text Mining & Data Mining <i>HÜ: Digital Workout VI</i> Orange Data Mining: <a href="https://orangedatamining.com/">https://orangedatamining.com/</a> Voyant Tools: <a href="https://voyant-tools.org/">https://voyant-tools.org/</a> NewsEye Plattform: <a href="https://platform.newseye.eu/">https://platform.newseye.eu/</a>
VC & OS	<b>Modul 7:</b> Topic Modeling <i>HÜ: Digital Workout VII</i> Voyant Tools: <a href="https://voyant-tools.org/">https://voyant-tools.org/</a> Overview: <a href="https://www.overviewdocs.com/">https://www.overviewdocs.com/</a> Orange Data Mining: <a href="https://orangedatamining.com/">https://orangedatamining.com/</a> NewsEye Plattform: <a href="https://platform.newseye.eu/">https://platform.newseye.eu/</a> <i>Blogpost II</i>
VC & OS	<b>Modul 8:</b> Historical Network Analysis <i>HÜ: Digital Workout VIII</i> Nodegoat: <a href="https://nodegoat.net/">https://nodegoat.net/</a> Palladio: <a href="https://hdlab.stanford.edu/palladio/">https://hdlab.stanford.edu/palladio/</a> <i>Blogpost III</i>
VC & OS	<b>Modul 9:</b> Geo-Visualisation, Georeferencing <i>HÜ: Digital Workout IX</i> The Programming Historian, <a href="https://programminghistorian.org/en/">https://programminghistorian.org/en/</a> Tim Waters Mapwarper-Projekt, <a href="https://mapwarper.net/">https://mapwarper.net/</a>
OS	<b>Modul 10:</b> Digital Storytelling: Timelines, StoryMap, Juxtapose <i>HÜ: Digital Workout X</i> KnightLab, <a href="https://knightlab.northwestern.edu/">https://knightlab.northwestern.edu/</a> <i>Blogpost IV</i> <i>Podcast</i>
VC	<b>Final discussion:</b> Digital World Café, Podcasts etc.
+ 2 Wochen	Deadline for all proofread & corrected assignments, blogposts, podcasts