

History 1906: Digital Atlas Design Internship Fall 2022

Thursdays, 3:00-5:00 PM

in

World History Center, 3900 Posvar Hall

website: <https://digital-atlas-fall2022.nathanmichalewicz.org/>

<p>Professors:</p> <p>Dr. Nathan Michalewicz (nkm33@pitt.edu) Dr. Ruth Mostern (rmostern@pitt.edu)</p>	<p>Office Hours and Location:</p> <p>Thursdays, 12 pm – 2:45 pm Posvar Hall, Room 3900 or 3520</p>
---	--

Internship Overview:

The Digital Atlas Design Internship supports student research by teaching interns how to use digital tools and methods to explore the global past. Students manage a semester-long independent research project using an interactive, public-facing platform that utilizes GIS and web design skills gained during the internship. Students engage with both world history and digital humanities while developing a spatial database about a topic of their choosing. Experience with digital methods or GIS is not necessary, and students can receive publication credit for their work.

Objectives:

- By the end of this internship, students will be able to:
 - Define GIS and HGIS
 - Use ArcMap and QGIS
 - Differentiate, analyze, and create Vector and Raster data
 - Obtain GIS information from various sources
 - Apply geospatial tools to historical questions
- Students will combine the above skills to serve the two main objectives of the course:
 - Populating a gallery of atlases based on QGIS and ESRI StoryMaps. Student contributions will blend writing, images, georeferenced historical maps, and authored maps.
 - Supporting student research and expanding student skills. Students will spend an entire semester managing an independent project. They will expand their GIS and web design skills. They will also work with world history and digital humanities methodologies. In the end, students will have projects to list on their résumés and in portfolios.

Required Materials:

This course assumes that students have a computer, or access to one, during the practicum. If this is not the case, please see the instructor.

Students will be required to purchase a Reclaim Hosting (reclaimhosting.com) subscription (\$35) for hosting their digital presence and posting each week's practicum in blog form. We will go over this subscription and how to set up WordPress on the platform on the first day of class.

Assignments:

Weekly Practicum:

- Every week each student will post a response to the practicum in blog form to their website hosted on Reclaim Hosting. These blog posts will be due the Monday following class.

Final Project

- Each student will produce an independent project using ESRI's StoryMaps platform. The final project will be housed on the World History server at Pitt as part of the growing digital atlas project. To facilitate this project, all data and your final project will be licensed under Creative Commons Attribution 3.0, ODbL, or other open-access license. If this is not possible, some alternative will be worked out with the instructor.

Classroom Expectations:

Students should arrive to class on time and use their computers and devices appropriately. Unless absolutely necessary for in-class learning activities, cell phones should be put away for the duration of class.

This class is designed to support discussion and foster skills, which requires sustained interaction with the instructor and your peers. Attendance is mandatory for all meetings. If you must miss a class, notify me before class. Students should prepare to participate actively in class and should always treat each other with dignity and respect.

Students should use non-racist, non-sexist, and gender-inclusive language. Racially charged language will not be permitted in the class. Historians often study periods that used racially charged language, and it is important that we reproduce that language with respect and consideration both to the victims of the language of the time and our peers in the present.

Similarly, language is gender-inclusive and non-sexist when we use words that affirm and respect how people describe, express, and experience their gender. Just as sexist language excludes women's experiences, non-gender-inclusive language excludes the experiences of individuals whose identities may not fit the gender binary, and/or who may not identify with the sex they were assigned at birth. Identities including trans, intersex, and genderqueer reflect personal descriptions, expressions, and experiences. Gender-inclusive/non-sexist language acknowledges people of any gender (for example, first year student versus freshman, chair versus chairman, humankind versus mankind, etc.). It also affirms non-binary gender identifications and recognizes the difference between biological sex and gender expression. Students, faculty, and staff may share their preferred pronouns and names, and these gender identities and gender expressions should be honored.

Academic Honesty and Plagiarism:

Every student should produce their own work based on their own ideas and cite anyone else's ideas or words appropriately. Certain material that an average person would consider common knowledge does not need a citation. Such information would include that Christopher Columbus sailed across the Atlantic Ocean in 1492. Other information, such as quotations, specific data, or other specific information needs citation if it did not originate in your mind. You should cite it if you read it in a book, heard it in a podcast, or watched it on YouTube.

More information on Pitt's academic integrity code can be found online:

<https://www.as.pitt.edu/faculty/policies-and-procedures/academic-integrity-code>

Disabilities and Academic Accommodations

If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and the Office of Disability Resources and Services, 140 William Pitt Union, 412-648-7890/412-624-3346 (Fax), as early as possible in the term. Disability Resources and Services will verify your disability and determine reasonable accommodations for this course. For more information, visit <https://www.diversity.pitt.edu/disability-access/disability-resources-and-services>

Religious Holidays

If any assignments or due dates interfere with your personal religious observation, I will be happy to make accommodations. Remember, it is the responsibility of the student, within the first two weeks of the semester, to let me know the dates of major religious holidays on which the student will be absent or unavailable due to religious observances. Please, see the Pitt Office for Equity, Diversity, and Inclusion religious holiday calendar: <https://www.diversity.pitt.edu/events/holiday-calendar>

Student Resources:

Online Learning Services and Resources (<https://www.cgs.pitt.edu/online-courses/learning-services-resources>)

University Libraries (<https://www.library.pitt.edu/>)

Writing Center (<https://www.writingcenter.pitt.edu/>)

University Counseling Center (<https://www.studentaffairs.pitt.edu/cc/>)

Student Privacy

Under FERPA laws, your federal education rights and privacy transferred to the student and not the parent after the student turns 18 or attends a postsecondary educational institution like GMU.

Therefore, I can only interact with you about your education in this course and cannot respond to questions about your performance in this course with anyone else but you. For more information, see the FERPA statement from Pitt (<https://www.registrar.pitt.edu/students/ferpa>)

E-mail Communication

When writing emails to me, be sure to include a subject line, address me properly by my title and last name, and sign off with your name. Proper email formatting skills are required in post-university life.

Each student is issued a University e-mail address (username@pitt.edu) upon admittance. This e-mail address may be used by the University for official communication with students. Students are expected to read e-mail sent to this account on a regular basis. Failure to read and react to university communications in a timely manner does not absolve the student from knowing and complying with the content of the communications. The University provides an e-mail forwarding service that allows students to read their e-mail via other service providers (e.g., Hotmail, AOL, Yahoo). Students that choose to forward their e-mail from their pitt.edu address to another address do so at their own risk. If e-mail is lost as a result of forwarding, it does not absolve the student from responding to official communications sent to their university e-mail address. To forward e-mail sent to your university account, go to <http://accounts.pitt.edu>, log into your account, click on Edit Forwarding Addresses, and follow the instructions on the page. Be sure to log out of your account when you have finished. For the full E-mail Communication Policy, go to <https://www.policy.pitt.edu/ao-15-e-mail-communication-policy-formerly-09-10-01>

GIS Help

I am available via email most days within reasonable hours for help with your work. You can also email me for appointments outside of office hours for help. Finally, Hillman Library has its own GIS Librarian (Boris Michev) and GIS help desk. You can find more information about that here: <http://www.library.pitt.edu/geospatial-data-and-analysis>. Whoever you ask for help, do a little research before you reach out: try to troubleshoot the problem yourself, Google the problem yourself. Digital technologies have a fantastic community that supports one another extensively. Some resources for troubleshooting problems can be found at <https://gis.stackexchange.com/> and <https://stackoverflow.com/questions/tagged/gis>. More than likely, somebody had the same problem you had. You might be able to find the answer to your question there.

Class Schedule:

All readings/videos must be completed prior to the date on which they are discussed.

All content is available on Canvas and the Website (W=watch; R=read).

WK	Reading Due before Class on Thursday	Practicum due 11:59pm on date listed (the following Monday after class)
01	<p>Class on Thursday 9/1</p> <p>Discuss: Come to class ready to share your research topic and some questions that you might want to try to answer through mapping</p> <p>Instruction: Tech overview: Reclaim Hosting, WordPress, QGIS, ArcGIS Online, ESRI StoryMaps</p>	<p>Homework due Monday 9/5</p> <p>Download QGIS, create reclaim hosting account, set up WordPress blog, make first blog discussing your topic with four questions you hope to answer. Also discuss the process of setting up accounts. Post screen shot of active QGIS (or error messages if it fails) to the blog post.</p>
02	<p>Thursday 9/8</p> <p>Discuss: Gregory and Ell, “GIS and its role in historical research: an introduction”</p> <p>Instruction: lat/long; CSVs; Text Editors; uploading vectors, How to upload vector layers into QGIS</p> <p>- https://lincolnmullen.com/projects/spatial-workshop/qgis.html</p>	<p>Homework for Monday 9/12</p> <p>Blog ~300 words about what electronic resources exist for your project. Was it easy to find shapefiles? Are there any related projects online? Do you think you can easily make some of your own datasets for the project?</p> <p>- Download and add at least three shapefiles from https://www.naturalearthdata.com/. Post screenshot of the three shapefiles in QGIS on Blog.</p>
03	<p>Half Class Thursday 9/15</p> <p>IN CLASS: ArcGIS Online Walkthrough</p> <p>https://learn.arcgis.com/en/projects/get-started-with-arcgis-online/</p> <p>Schedule Meeting with Faculty Advisor</p> <p>Arrange this meeting yourself during the week.</p> <p>Have a revised project abstract and series of spatial historical questions. Also have a draft outline and storyboard for your mapping project to discuss with your advisor.</p>	<p>Homework for Monday 9/19</p> <p>Submit bibliography and project outline as a blog post. Include at least one source of spatial data and at least three historical sources (books, journal articles, etc.). NB: try to get the bibliography done (or have a draft of it) before you meet with your advisor for their input.</p>

Class Schedule:

All readings/videos must be completed prior to the date on which they are discussed.

All content is available on Canvas and the Website (W=watch; R=read).

04	<p>Thursday 9/22 Meet with Dr. Mostern</p> <p>Discuss: selections from Mostern, Humphrey, and Berman. 2016. <i>Placing Names. Enriching and Integrating Gazetteers.</i></p> <p>Instruction: What is a gazetteer and how to make one.</p>	<p>Homework due Monday 9/26</p> <p>Build a gazetteer of at least 10 places of importance to your project and upload it your blog. Discuss in the blog how these places are important to your research.</p>
05	<p>Thursday 9/29 Vectors and Georeferencing</p> <p>Meet in Digital Scholarship Lab in Library with Dr. Michev</p> <p>Discuss: Gregory and Ell, “Using GIS to Visualize Historical data”</p> <p>-work on Thesis: U Iowa Thesis Guide UCLA Thesis Guide</p> <p>-Find a historical map that relates to your project and have a copy saved on your computer.</p>	<p>Homework due Monday 10/3</p> <p>Georeference a map of some relevance to your project. Trace at least five points / lines / polygons from that map and add the project file you started with the three shapefiles. Post a discussion of the process to your site along with screenshots</p> <p>Homework alternative:</p> <p>If you would prefer to do homework at home and not at the library in ArcGIS, you can sign up for MapWarper to georeferenced a map and then use this tutorial to digitize map features with QGIS</p>
06	<p>Thursday 10/6 StoryMaps</p> <p>Meet in Digital Scholarship Lab in Library with Dr. Michev</p> <p>Instruction: - Come to class with some images related to your project and the draft of your essay.</p>	<p>Homework due Monday 10/10</p> <ul style="list-style-type: none"> - Begin inputting your work into StoryMaps. Not much writing is needed at this point in time. Think of it as outlining the StoryMap. - Blog about the process of uploading your data and narrative into StoryMaps. Link your StoryMap into the blog - Be ready to present what you have on Thursday
07	<p>Thursday 10/13 Meet with Dr. Mostern, World Historical Gazetteer</p> <p>Discuss:</p> <ul style="list-style-type: none"> -Read World Historical Gazetteer “About.” http://whgazetteer.org/about/ - Read World historical Gazetteer “Guide.” http://whgazetteer.org/tutorials/guide/ - Read World Historical Gazetteer “Traces.” http://whgazetteer.org/tutorials/traces/ 	<p>Homework due Monday 10/17</p> <ul style="list-style-type: none"> - Try to reconcile some of your project data with the World Historical Gazetteer. Build a TSV from your gazetteer in Excel and use the following required fields outlined in this tutorial: https://github.com/LinkedPasts/linked-places/blob/master/tsv_0.2.md <p>Upload screenshots of your data in WHG or error messages in a blog post about the process.</p>

Class Schedule:

All readings/videos must be completed prior to the date on which they are discussed.

All content is available on Canvas and the Website (W=watch; R=read).

08	<p>Thursday 10/20</p> <p>OCR and Geocoding</p> <p>-Bring to class a sample of written text related to your project. If it comes from a book, bring a scanned page or take a photo of the page on your phone. Have this file accessible on your computer for class.</p> <p>https://github.com/grunewas/OCR-and-Geocoding-Tutorial/blob/master/OCR-and-Geocoding.md</p>	<p>Homework due Monday 10/24</p> <p>- Locate and map the ten places of differing geometries that are relevant to your project, along with a basic gazetteer of the mapped places. Post on site no more than 300 words about why these 10 places are significant to your project. Upload with screenshot of the GIS.</p>
09	<p>Thursday 10/27</p> <p>Discuss: Knowles, “The Contested Nature of Historical GIS”</p> <p>Instruction: Choropleth, Heat Maps</p>	<p>Homework due Monday 10/31</p> <p>Make choropleth or heat map in QGIS or ArcGIS Online using the project file you’ve been working on. If you do not have statistics to include with relation to your places, think of a yes/no question to encode and map in a choropleth fashion.</p> <p>Use the same data to create a Tableau Visualization.</p> <p>Post a discussion of the process with screen shots of the map and embed the Tableau Visualization as a blog on your site.</p>
10	<p>Thursday 11/3</p> <p>NO CLASS: Meet with Advisor</p> <p>Bring revised abstract, outline, and StoryMap to discuss with your advisor.</p> <p>Show advisor some of the mapping work.</p>	<p>Homework due Monday 11/7</p> <p>- Produce a 1,000-word draft for your final project on your WordPress Site</p> <ul style="list-style-type: none"> - This is like a regular history essay. It should start with an introduction that outlines some of your research questions and your hypothesis so far. This hypothesis should relate to your mapping/spatial analysis. - Write some of the historical background for your project as well. How does your project fit into existing scholarship on your topic? Are you the first person to map this aspect of it? What is new and noteworthy in your research? How are you either supporting the claims of other historians or refuting what they have found so far? Is your mapping work filling a gap in the scholarship? - Try to have at least two paragraphs that will each discuss one potential map series. Include screenshots of your maps so far. Upload PDF in your blog post and email to your advisor.

Class Schedule:

All readings/videos must be completed prior to the date on which they are discussed.

All content is available on Canvas and the Website (W=watch; R=read).

11	<p>Thursday 11/10 Lying with Maps and Data (Tableau)</p> <p>Discuss: “Many Ways to Map Election Results” & Selections from Monmonier, Mark Stephen. 2018. <i>How to Lie with Maps</i>. Chicago: The University of Chicago Press.</p> <p>Instruction: Tableau Public</p>	<p>Homework due Monday 11/14</p> <p>Map your data (so far) in ArcGIS online using two of the different techniques we discussed – one that you believe accurately depicts your data and one that you feel misrepresents the facts. With the same data, produce a Tableau visualization. Write a brief (500 words) explanation and post text with screenshots (and embed the Tableau Visualization) of the different types of maps to your WordPress site.</p>
12	<p>Thursday 11/17</p> <p>Meet with Content Advisor on your own time</p> <p>Dr. Mostern</p> <p>- Meet with your content advisor and Dr. Mostern about an initial draft of your Story Map project. Emphasis on historiography, writing, presentation. Keep in mind what spatial history is as a field.</p>	<p>Homework due Monday 11/21</p> <p>Post a blog about the suggestions that your content advisor and Dr. Mostern and how you are addressing them. Describe the changes you made.</p>
13	<p>Thursday 11/24</p> <p>No Class</p> <p>due to</p> <p>Thanksgiving Break</p>	<p>11/28</p> <p>No Homework</p> <p>due to</p> <p>Thanksgiving Break</p>
14	<p>Thursday 12/1 Presentations</p> <p>Bring updated projects to class ready to present</p>	<p>Homework for Monday 12/5</p> <p>Continue to work on the final project.</p>
15	<p>Thursday 12/8 Presentations</p> <p>LAST DAY OF CLASS</p> <p>Finish Presentations</p>	<p>12/12 FINALIZE PROJECT</p> <p>Continue to work on the final project.</p>
16	<p>Thursday 12/15</p> <p>FINAL PROJECT DUE</p> <p>** Upload final Story Map link to Canvas. **</p> <p>** Upload gazetteer data set to Canvas. **</p>	