



SAMPLE LESSON PLANS FOR A THREE-DAYS A WEEK COURSE NETWORK VISUALIZATION TOOL

Through an experiential learning format, this 6-week plan is divided in three segments, each corresponding to the steps of the development of a digital project: theory, design and building of digital product, and public outreach. It has been designed to incorporate digital praxis into your courses, and move from theory to praxis.

Students begin with readings that focus on the general notions of digital scholarship: digital methods for humanities research, collaboration, digital publication, etc. The essays open up the conversation to (re)consider the purpose of the activity in regards to building knowledge and to imagine their roles as makers of digital objects. During this phase, students will gain a theoretical background of digital humanities while they learn how to assess digital projects in order to procure a better understanding of the tools later on used for experiential learning.

In this manner, the course moves onto the design and implementation of a digital analysis and interactive visualization of a textual or visual resource of their choice and/or building on previous research carried out during the semester (in this case, students explore the Benson's Rare Books holdings related to the course topic). Students will acquire and practice rigorous research skills including analysis of primary sources, contextualization with other scholarly resources, and interpretation utilizing theoretical approaches related to digital literacies. The course culminates with a public exhibition of research findings geared toward a general public and presented using digital tools.

Generally, this 6-week plan is implemented in the second part of the semester. Thus, the instructor of the course should have done preparatory work beforehand. This includes the curation of primary sources or the implementation of assignments that ask students to find primary sources of their interest as well as learning how to use the tool of their choice.

Notes:

1. Warning: Per FERPA Regulations, the instructor of the class needs to provide an alternative assignment to the digital project as well as collect written permission from students to present their work to the public at the end of the activity.
2. Please contact appropriate staff at least 4 months prior to the class start date to coordinate:
 - Digitization or access to digitized primary sources from the Benson Latin American Collection (contact the LLILAS Benson Digital Scholarship Office)
 - Benson Reading Room visits (for an introduction or class research components) or “show & tells” for your course (contact Benson Special Collections)
 - Private appointments to get trained on the tool.
3. This lesson plan can be use on itself or in conjunction with any of the other 3 lesson plans provided by LLILAS Benson Digital Scholarship Office in Texas Scholarly Works. To use a combination of two or more digital tools, consult the complete lesson plan available also through TSW.
4. This lesson plan was created and, thus, includes examples, for a class that focused on textual and visual materials on the Indigenous Borderlands and held at the Benson's Rare Books collection.

Pedagogical Material prepared by the Digital Scholarship Office

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1. Calendar

W	Monday	Wednesday	Friday
1	Defining the Digital Humanities	Assessing DH projects	Exploring Research & Primary Sources Using Digital Tools
2	Article discussion for network analysis	Project Conceptualization	Lighting Presentations and comments
3	Project wireframing and peer-review	Metadata training and curation	Metadata training and curation
4	Nodes Description Writing and Media	Project Introduction Writing and Bibliography	Workshop and Network creation
5	Project peer-review	Engaging Non-Specialist Audiences: Key terms in group	Engaging Non-Specialist Audiences: Individual introduction and critical question
6	Development of Thematic Sections and Class ArcGIS	Public Showcase	Reflections

2. Lesson Plans

Session Title	Defining the Digital Humanities
Date & Place	Day 1. Monday
Learning Objectives	<ul style="list-style-type: none"> ● Understand the scholarly debate around the competing definitions of DH ● Define the different goals & audiences for DH projects
Student Class Preparation	<ol style="list-style-type: none"> 1) Reading in Spanish: “Las Humanidades Digitales: principios, valores y prácticas” in <i>Janus</i>, 2013 by Rojas Castro 2) Reading in English: “The Digital Humanities Situation” by Alvarado, <i>Debates in Digital Humanities</i>, 2012 and “DH: The Expanded Field” by Klein and Gold <i>Debates in Digital Humanities</i>, 2016 3) Complete reading guide
Materials Needed	<ol style="list-style-type: none"> 1) Articles: “Las Humanidades Digitales: principios, valores y prácticas” or “The Digital Humanities Situation” and “DH: The Expanded Field” 2) Websites: https://whatisdigitalhumanities.com/ http://xpmethod.plaintext.in/torn-apart/volume/1/ 3) Defining the Digital Humanities reading guide
Session Breakdown	<ul style="list-style-type: none"> ● Introduction (5 minutes) <ul style="list-style-type: none"> ○ Present overview of 2nd part of the semester & overarching teaching goals: <ol style="list-style-type: none"> i. Exposure to collaborative work practices ii. Exploration of digital methods and platforms iii. Communicate scholarship to non-specialist audiences ● Defining the “Digital Humanities” (40 minutes) <ul style="list-style-type: none"> ○ Possible discussion approaches (20 mins): <ol style="list-style-type: none"> 1. Solicit student(s) to give a recap or feedback on article 2. Discuss reading guide questions 3. Split class into 4 groups; each will discuss the different definitions of DH and identify common goals ○ Class Activity (20 mins): <ol style="list-style-type: none"> i. Discuss questions & competing definitions of DH ii. Identify shared goal(s) and types of audience for the Digital Humanities iii. Develop list of “Goals” & “Audiences” and a general definition of DH ● Wrap-up: Homework (5 min)
Homework	<ul style="list-style-type: none"> ● Explore: http://xpmethod.plaintext.in/torn-apart/volume/1/

Session Title	Assessing DH projects
Date & Place	Day 2. Wednesday
Learning Objectives	<ul style="list-style-type: none"> Identify DH project elements or characteristics that make it successful or unsuccessful given identified goals and audiences
Student Class Preparation	1) Explore: http://xpmethod.plaintext.in/torn-apart/volume/1/
Materials Needed	1) Websites: <ol style="list-style-type: none"> Torn Apart: http://xpmethod.plaintext.in/torn-apart/volume/1/ BA Cartography: https://www.bacartography.org DBPN: http://www.bdpn.unam.mx A guided tour of the digital library: http://creatingdata.us/datasets/hathi-features/
Session Breakdown	<ul style="list-style-type: none"> Introduction with Torn Apart (10 minutes) <ul style="list-style-type: none"> Identify the elements from the definition on this project including Goals & Audience What specific elements makes the project successful or not successful? Visual or auditory cues Navigation/Accessibility Information/data Assessing DH projects (15 minutes) <ul style="list-style-type: none"> Group Activity <ol style="list-style-type: none"> Split class into 3 groups to assess the following projects: <ul style="list-style-type: none"> https://www.bacartography.org http://www.bdpn.unam.mx http://creatingdata.us/datasets/hathi-features/ Each group must identify: <ul style="list-style-type: none"> Project creators' goals, audience, and possible definition of DH Determine the elements or lack thereof that make their attempt successful or not, including the project's visual cues, navigation, information/data, accessibility (one student must open the site using their phone) Groups present on findings (10 min) Wrap-up: Homework (5 min)
Homework	<ul style="list-style-type: none"> Review list of primary sources

Session Title	Exploring Research & Primary Sources Using Digital Tools
Date & Place	Day 3. Friday
Learning Objectives	<ul style="list-style-type: none"> ● Expose students to a diverse set of web-based digital humanities tools ● Conceptualize potential digital projects based on their research and provided special collection materials ● Introduction to required components to developing digital projects ● Make a case for using particular research or presentation methods for scholarship
Student Class Preparation	1) Review list of primary sources
Materials Needed	<ol style="list-style-type: none"> 1) Teaching Reference: List of research paper topics 2) Teaching Reference: List of Benson primary sources that could be used for digital projects 3) Activity Handout: Choose a Digital Tool / Selección de herramienta digital 4) Homework Handout: reading guide 5) Websites: www.onodo.org https://storymap.knightlab.com https://timeline.knightlab.com/ https://recogito.pelagios.org
Session Breakdown	<ul style="list-style-type: none"> ● Introduction to tools & types of data needed to generate them (20 minutes) <ul style="list-style-type: none"> ○ StoryMapJS (2,5 minutes) ○ Recogito (2,5 minutes) ○ TimelineJS (2,5 minutes) ○ Onodo (12,5 minutes) ● Group Activity (20 minutes): <ul style="list-style-type: none"> ○ Split groups into their assigned geographic regions (3 groups) ○ Determine possible use of tools given research questions and primary sources ● Individual Activity (30 minutes) <ul style="list-style-type: none"> ○ Select top 2 choices of tools based on their research and Benson primary sources ○ Complete “Selección de herramienta digital” handout for submission at the end of class
Homework	<ul style="list-style-type: none"> ● Due in class: <ul style="list-style-type: none"> ○ Complete “Choose a Digital Tool / Selección de herramienta digital” handout for submission at the end of class ● (For instructors): Send email to students with feedback about tool/object ● Due on Monday by midnight: <ul style="list-style-type: none"> ○ Read articles assigned for tool “Network Theory, Plot Analysis” ○ Completed reading guide

Session Title	Onodo: Article discussion for individual tool
Date & Place	Monday. Day 4
Learning Objectives	<ul style="list-style-type: none"> ● Understand practice and theory of specific digital tools ● Define goals & target audience for DH project
Student Class Preparation	<ol style="list-style-type: none"> 1) Reading in Spanish: “Redes textuales: bases de datos en grafo para estudios literarios” by Élika Ortega, Juan Luis Suárez, David Brown in <i>Insula</i> 822, 2015: 22-25. 2) Reading in English: “Network Theory, Plot Analysis” by Franco Moretti, <i>Literary Lab Pamphlet</i> 2, 2011. 3) Complete reading guide (25 points)
Materials Needed	<ol style="list-style-type: none"> 1) Articles for individual tools 2) Reading guide for articles
Session Breakdown	<ul style="list-style-type: none"> ● Group Activity: Article discussion for tool (20 minutes) <ul style="list-style-type: none"> ○ Possible discussion approaches: <ul style="list-style-type: none"> ■ Solicit student(s) to give a recap of the article ■ Solicit feedback/thoughts on article from students ■ Discuss reading guide questions ● Explore projects based on (social) network analysis (20 min) <ul style="list-style-type: none"> ■ <i>The Wizarding Network of Harry Potter</i> http://dpmartin42.github.io/projects/Harry_Potter/Harry_Potter_Network.html ■ <i>Network Of Thrones: A Song of Math and Westeros</i> https://networkofthrones.wordpress.com/ ■ <i>A guided tour of the digital library</i> http://creatingdata.us/datasets/hathi-features/ ■ O Say Can You See http://earlywashingtondc.org
Homework	<ul style="list-style-type: none"> ● Review Onodo Project Assignment



Session Title	Onodo Project Conceptualization
Date & Place	Wednesday. Day 5
Learning Objectives	<ul style="list-style-type: none"> ● Develop vision statements for projects ● Develop concise presentations of multifaceted projects
Student Class Preparation	1) Primary source(s) for the project
Materials Needed	○ Onodo project assignment
Session Breakdown	<ul style="list-style-type: none"> ● Individual Activity (30 mins): <ul style="list-style-type: none"> ○ Identify the goal(s) and audience for your digital project ○ Develop list of components or considerations needed to create a successful project based on the DH readings, research questions, and previous discussions ● Develop 90-second lightning presentation on project vision that includes (20 mins): <ul style="list-style-type: none"> ■ Very brief description of what your research focus will be (a specific primary source, your research question, etc.) ■ Main goal for your project ■ Audience your project will be made for (general, specialists, teachers, etc.)
Homework	● Practice lighting presentation, you will only have 90 seconds!

Session Title	Lighting Presentations and Comments (group)
Date & Place	Friday. Day 6
Learning Objectives	<ul style="list-style-type: none"> ● Present a multifaceted project in a concise manner ● Provide and receive constructive and respectful comments
Student Class Preparation	1) 90 second presentation
Materials Needed	
Session Breakdown	<ul style="list-style-type: none"> ● Present 90-second lightning presentation on project vision (25-35 mins.): <ul style="list-style-type: none"> ○ Students give a 90-second presentation on their project vision ● Comment on the different presentations (15-25 mins.) <ul style="list-style-type: none"> ○ Students and instructor(s) comment on the presentation
Homework	● Review primary sources, DH-reading and conceptualization

Session Title	Onodo Project Wireframing
Date & Place	Monday. Day 7
Learning Objectives	<ul style="list-style-type: none"> ● To understand the components of a network ● To understand the potential of network analysis on humanistic research ● To come up with the research question that is going to be asked via this methodology ● To clarify the components of the assignment ● To conduct peer review of wireframing
Student Class Preparation	<ol style="list-style-type: none"> 1) Explore projects based on (social) network analysis 2) Review research project and primary source
Materials Needed	<ol style="list-style-type: none"> 1) Onodo Project Assignment 2) Onodo Project Wireframing Activity
Session Breakdown	<ul style="list-style-type: none"> ● Complete the wireframing activity document (40 mins): ● Peer review of wireframing (10 mins): <ul style="list-style-type: none"> ○ Feedback and questions on the wireframing ○ Is all the information clear?
Homework	<ul style="list-style-type: none"> ● Due at midnight before next class: <ul style="list-style-type: none"> ○ Finalized wireframing (25 points) <ul style="list-style-type: none"> ■ Answer the comments and questions on the peer-review (add to it)

Session Title	Onodo Metadata Training and Curation
Date & Place	Wednesday. Day 8
Learning Objectives	<ul style="list-style-type: none"> ● To learn about all the components for the final project ● To learn how to collect metadata for a network ● To curate network data from primary sources
Student Class Preparation	<ol style="list-style-type: none"> 1) Finalized wireframing (25 points) 2) Digital copy of primary source to extract data
Materials Needed	1) Onodo Project Spreadsheet
Session Breakdown	<ul style="list-style-type: none"> ● Metadata training (20-30 min) <ul style="list-style-type: none"> ○ Explain the Onodo project spreadsheet ○ How to curate information about nodes <ul style="list-style-type: none"> ■ Use examples from the primary sources of each student ○ How to curate data about edges (relations) ○ How does this information generate a network? ● Begin the metadata curation (nodes) (20-30 min) <ul style="list-style-type: none"> ○ Make a copy of the Onodo project spreadsheet on your computer ○ What/who is a node? Curate nodes metadata from primary source <ul style="list-style-type: none"> ■ Do not add descriptions yet
Homework	<ul style="list-style-type: none"> ● Finish the node list and its metadata (without descriptions/text)

Session Title	Onodo Metadata Curation
Date & Place	Friday. Day 9
Learning Objectives	<ul style="list-style-type: none"> ● To learn about all the components for the final project ● To learn how to collect metadata for a network ● To curate network data from primary sources
Student Class Preparation	<ol style="list-style-type: none"> 1) Finalized wireframing (25 points) 2) Digital copy of primary source to extract data
Materials Needed	<ol style="list-style-type: none"> 1) Onodo Project Spreadsheet
Session Breakdown	<ul style="list-style-type: none"> ● Continue the metadata curation (links) (40 min) <ul style="list-style-type: none"> ○ What constitutes a link? Links metadata from primary source ○ Send the instructor a copy of your spreadsheet at the end of class (12.5 points) ● Data consultation (10 min)
Homework	<ul style="list-style-type: none"> ● Due next class session: <ul style="list-style-type: none"> ○ Draft of selected media w/credits & captions, links to sources, further reading and credits. Upload on Canvas

Session Title	Nodes Description Writing and Media
Date & Place	Monday. Day 10
Learning Objectives	<ul style="list-style-type: none"> ● Create concise information from secondary sources for nodes ● Primary and secondary source citation
Student Class Preparation	<ol style="list-style-type: none"> 1) Draft of selected media w/credits & captions, links to sources, further reading slide, & credits slide
Materials Needed	<ol style="list-style-type: none"> 1) Onodo Project Template 2) Metadata spreadsheet 3) Primary and secondary sources or information
Session Breakdown	<ul style="list-style-type: none"> ● Description of the nodes on spreadsheet (40 min) <ul style="list-style-type: none"> ○ Add descriptive/analytical text (60-100 words) be based on at least one new secondary source for at least 5 nodes ○ Who/What is the node? What are its dates? Where is it from? ● Add an image/media with a caption for at least 5 nodes (10 min)
Homework	<ul style="list-style-type: none"> ● Have a list of secondary sources ready



Session Title	Project Introduction and Bibliography
Date & Place	Wednesday. Day 11
Learning Objectives	<ul style="list-style-type: none"> ● Create concise information from secondary sources ● Write the description of the project
Student Class Preparation	1) Draft of selected media w/credits & captions, links to sources, further reading slide, & credits slide
Materials Needed	<ol style="list-style-type: none"> 1) Onodo Project Template 2) Metadata spreadsheet 3) Primary and secondary sources or information
Session Breakdown	<ul style="list-style-type: none"> ● Presentation of the network paragraph (30 minutes) <ul style="list-style-type: none"> ○ Introduction that includes hypothesis, data curation decisions and conclusion ○ 250-300-word limit (this does not include credits and sources) ● “Sources List” (15 min) <ul style="list-style-type: none"> ○ full citations of the sources used and additional suggested readings, hyperlinked to either catalog.lib.utexas.edu records, FromThePage materials, or the actual digitized source whenever possible ● “Project Credits” (5 min)
Homework	<ul style="list-style-type: none"> ● Due next class session: <ul style="list-style-type: none"> ○ Final draft of all project components (images, captions, headlines, text, credits, suggested readings) on spreadsheet and separate text (for Introduction) on the Onodo Project Template (25 points)

Session Title	Onodo Workshop
Date & Place	Friday. Day 12
Learning Objectives	<ul style="list-style-type: none"> ● Learn how to use Onodo ● Create the network ● Create visualization with set goals & target audience in mind
Student Class Preparation	<ol style="list-style-type: none"> 1) Final draft of all project components, including media, media captions, media credits, slide headlines, slide body text, project credits slide, and sources slide with hyperlinks and footnotes incorporated 2) Create account on onodo.org (do NOT upload data)
Materials Needed	<ol style="list-style-type: none"> 1) Reference: Onodo Project Template 2) Website: https://onodo.org 3) Final draft of all project components (images, captions, headlines, text, credits, suggested readings) on spreadsheet and separate text (for Introduction)
Session Breakdown	<ul style="list-style-type: none"> ● Upload individual spreadsheets/data to Onodo (5 minutes) <ul style="list-style-type: none"> ○ Explore the data in Onodo ○ (Troubleshoot if it doesn't work) ● Set visualization parameters (15 min) <ul style="list-style-type: none"> ○ Include images for nodes ● Conduct analysis on network (15 min) ● Finish presentation of the network paragraph (15 minutes) <ul style="list-style-type: none"> ○ To include conclusions from visualization
Homework	<ul style="list-style-type: none"> ● Finalize project online <ul style="list-style-type: none"> ○ Send published network (via link) to instructor

Session Title	Peer Review of Onodo Project Draft
Date & Place	Monday. Day 13
Learning Objectives	<ul style="list-style-type: none"> ● Build critical capacity on digital tools ● Analyze and understand common technical and/or content issues & ways to address them
Student Class Preparation	1) Digital project final draft published and sent to instructor
Materials Needed	1) Reference: Onodo links to published works 2) Peer review handout
Session Breakdown	<ul style="list-style-type: none"> ● Project draft peer review through Canvas assignment (35 min) (15 points) <ul style="list-style-type: none"> ○ Students will assess, ask questions, and provide feedback on: <ul style="list-style-type: none"> ■ Overarching story and, if applicable, relevance of images to subject ■ Appeal of project title and individual node description ■ Effectiveness of media to illustrate body text and its proper citation and description ■ Cohesion of the media, text for nodes ■ Cohesion of text for description ■ Relevance of primary and secondary source to body text and hyperlinks ■ Effectiveness of writing style between nodes (as the user does not need to follow a particular order to explore them) ● Read peer review to address issues (15 min)
Homework	<ul style="list-style-type: none"> ● Wait for instructors' email about peer review. ● Due on Tuesday by midnight (10 points): <ul style="list-style-type: none"> ○ Make final edits with the peer review feedback

Session Title	Engaging Non-Specialist Audiences: Key terms in group
Date & Place	Wednesday. Day 14
Learning Objectives	<ul style="list-style-type: none"> ● Understand definition and importance of metadata ● Identify adequate descriptive key terms to engage and connect audiences to digital projects and sources ● Categorize and organize subjects & concepts to develop a cohesive narrative
Student Class Preparation	1) Final version of digital project
Materials Needed	1) ArcGIS Story Map Collaborative Google Doc (create one and share with students) 2) Websites: <i>Apostolicos afanes de la Compañia de Jesus</i> book catalog record & table of contents
Session Breakdown	<ul style="list-style-type: none"> ● Introduction (5 min) <ul style="list-style-type: none"> ○ Connecting audiences to scholarship and sources ○ Importance of making your project findable/accessible and engaging to a broader audience ● Catalog Record Exercise (15 mins) <ul style="list-style-type: none"> ○ Write on the board the following: <ul style="list-style-type: none"> ● Title: <i>Apostolicos afanes de la Compañia de Jesus</i>, escrito por un padre de la misma sagrada religion de su provincia de Mexico. ● Publication Information: Barcelona, P. Nadal, 1754 ii. Ask students to guess on what the topic or contents might be in this book based on the provided information (5 mins) ○ Pull up the book's table of contents to look at the content (5 mins) <ul style="list-style-type: none"> i. Ask students to reconsider the subjects/topics of the book ○ Pull up Apostolicos afanes de la Compañia de Jesus book catalog record (5 mins) <ul style="list-style-type: none"> i. Underscore the importance of descriptive information for discoverability ● Class Activity: Subject Terms & Groupings (30 mins) <ul style="list-style-type: none"> ○ Pose the following question to students: “How would you search for your project in UTL catalog?” (5 mins) <ul style="list-style-type: none"> i. Ask students to develop a list of key terms/subjects (3-5) on the whiteboards that describe their digital project, keeping in mind: <ul style="list-style-type: none"> ● Subject, Geographic Regions, Period, and Individuals ○ Create project groups based on individual subject terms (15 mins) <ul style="list-style-type: none"> i. Groups should write down the shared subject terms to use in the next class
Homework	

Session Title	Engaging Non-Specialist Audiences: Individual introduction and critical question
Date & Place	Friday. Day 15
Learning Objectives	<ul style="list-style-type: none"> ● Categorize and organize subjects & concepts to develop a cohesive narrative ● Write effective and concise project abstracts ● Develop critical questions or activities based on research to engage non-specialist audiences
Student Class Preparation	1) Final version of digital project
Materials Needed	1) ArcGIS Story Map Collaborative Google Doc 2) Websites: <i>Apostolicos afanes de la Compañia de Jesus</i> book catalog record & table of contents
Session Breakdown	<ul style="list-style-type: none"> ● Individual Activity: Digital Project Introduction & Audience Activity (30 mins) <ul style="list-style-type: none"> ○ Students will flesh out identified subject terms to create a project abstract that is 2-3 sentences long (~50 words). The synopsis should include: <ol style="list-style-type: none"> i. Central question/main Topic ii. Description of the primary source(s) that form the basis of the project iii. Contextual information for these sources ● Students will pose a critical question or design an activity to encourage audiences to engage with the project meaningfully (10 min) <ol style="list-style-type: none"> i. Example: "Where are the natives in this map? How are they depicted? What does that say about how the Spanish viewed them?" ● Students will find an image that could be used to illustrate their project (10 min)
Homework	<ul style="list-style-type: none"> ● Due by midnight next day through Canvas and Google Doc: <ul style="list-style-type: none"> ○ Individual project introduction ○ Public link to image ○ Critical question(s) or activity

Session Title	Constructing Class ArcGIS Story Map
Date & Place	Monday. Day 16
Learning Objectives	<ul style="list-style-type: none"> ● Collaboratively create introductory text for thematic sections ● Make design decisions ● Identify effective illustrations for multifaceted themes ● Develop concise presentations of complex research & digital work
Student Class Preparation	<ol style="list-style-type: none"> 1) List of subject terms used to form groups 2) Individual Digital Project Introduction
Materials Needed	<ol style="list-style-type: none"> 1) ArcGIS Story Map Collaborative Google Doc 2) Website: https://storymaps.arcgis.com/en/
Session Breakdown	<ul style="list-style-type: none"> ● Group Activity: Developing Thematic Sections (30 mins) <ul style="list-style-type: none"> ○ Theme Introduction (20 mins) <ol style="list-style-type: none"> i. Groups will write a collective introduction for their projects in class Google Doc ii. Introduction should be 3-5 sentences long (~75 words) and include: <ul style="list-style-type: none"> ● Engaging intro sentence on the shared theme/geographic context/topic ● Historical context ● Segue into individual projects, listing broadly the topics the projects cover ○ Find and select section image to go with introduction (10 mins) ○ Determine order of the projects as they will be listed ● Class activity: Class ArcGIS Story Map Design (15 mins) <ul style="list-style-type: none"> ○ Vote on Story Map template & theme coloration <ol style="list-style-type: none"> i. Template: Tabbed, Side Accordion, Bulleted ○ Determine order of thematic groups ● Discuss class showcase format (5 mins)
Homework	<ul style="list-style-type: none"> ● Due by midnight next day through Canvas: <ul style="list-style-type: none"> ○ Text for 1-minute presentation on their research & digital project <ul style="list-style-type: none"> ■ 30 seconds should be on your research paper ■ 30 seconds should be on your digital project ■ Must clearly state the link between your research and digital project ○ Practice lightning talk with your group



Session Title	Public Showcase (see note on introduction for FERPA regulation)
Date & Place	Wednesday. Day 17
Learning Objectives	<ul style="list-style-type: none"> ● Present research and digital work concisely to a non-specialist audience
Student Class Preparation	1) 1-minute presentation on their research & digital project
Materials Needed	<ol style="list-style-type: none"> 1) Links to class digital project website 2) Presentation stations with laptops
Session Breakdown	<ul style="list-style-type: none"> ● Introduction to “Spanish Colonialism in the Indigenous Borderlands” class (5 minutes) ● Lighting Presentations (20 minutes) <ul style="list-style-type: none"> ○ Students give a 1-minute presentation on their research & digital project ● Open House (25 minutes)
Homework	<ul style="list-style-type: none"> ● No homework

Session Title	Reflections
Date & Place	Friday. Day 18
Learning Objectives	<ul style="list-style-type: none"> ● Critically reflect on the utility of digital methods and relevance of research
Student Class Preparation	1) None
Materials Needed	1) Class assessment surveys
Session Breakdown	<ul style="list-style-type: none"> ● Reflections (35 minutes) <ul style="list-style-type: none"> ○ Students will share: <ol style="list-style-type: none"> i. What challenges did you experience? ii. What went well? iii. What did you learn that was new? iv. What surprised you? v. What did you learn about yourself? ● Class assessment surveys (15 minutes)
Homework	<ul style="list-style-type: none"> ● No homework

3. Attachments

a. Defining the Digital Humanities Reading Guide

In Spanish

1. Visita la web <https://whatisdigitalhumanities.com> y recarga/refresca la página varias veces. Escoge dos definiciones y apúntalas para compartir con la clase.
2. Descarga el artículo “Las Humanidades Digitales: principios, valores y prácticas” de Antonio Rojas Castro que encontrarás en Canvas. Lee las partes que no están tapadas con un recuadro gris y responde a las siguientes preguntas de forma concisa y con referencia al artículo.
 - a) ¿Qué son las humanidades digitales para Rojas Castro?
 - b) ¿Cuáles son tres características básicas de las HHDD que las distinguen de las Humanidades?
 - c) ¿Cuál es uno de los múltiples debates acerca de la práctica de las HHDD que “choca” con las Humanidades más tradicionales? ¿Por qué existe dicho debate? (Hay varios, escoge uno).
 - d) Apunta algunas de las actividades principales de las HHDD.

In English

1. Visit <https://whatisdigitalhumanities.com> and reload/refresh the page several times. Note of two definitions that you like and write them down to share with the class.
2. Read the article “The Digital Humanities Situation” by Alvarado (2012) <http://dhdebates.gc.cuny.edu/debates/text/50> and “Digital Humanities: The Expanded Field” by Klein and Gold (2016) <http://dhdebates.gc.cuny.edu/debates/2> and respond to the following questions:
 - a) What are the digital humanities for these authors?
 - b) What are some of the basic characteristics of DH that are different to the Humanities?
 - c) What are some of the debates around DH? Why? (Several are mentioned, choose one).
 - d) What are the main activities in DH?

b. Choose a Digital Tool / Selección de herramienta digital

In Spanish

1. Explica brevemente tu objeto y tema de investigación:
2. Primera opción:
 - a. ¿Cuál herramienta digital sería tu primera opción y por qué?
 - b. ¿Qué tema o pregunta vas a explorar con la tecnología?
3. Dibuja el proyecto que imaginas según la herramienta:
4. Segunda opción:
 - a. ¿Cuál herramienta digital sería tu segunda opción y por qué?
 - b. ¿Qué tema o pregunta vas a explorar con la tecnología?
5. Dibuja el proyecto que imaginas según la herramienta:

In English

1. Briefly explain your object/document and main research:
2. First Option:
 - a. What tool would you choose and why?
 - b. What topic or question are you going to explore with this tool?
 - c. Draw/outline the project you envision with this tool:
3. Second Option:
 - a. What tool would you choose and why?
 - b. What topic or question are you going to explore with this tool?
 - c. Draw/outline the project you envision with this tool:



c. Network Project Reading Guides

In Spanish

“Redes Textuales: Bases De Datos En Grafo Para Estudios Literarios”
de Élika Ortega, Juan Luis Suárez, David Brown

1. ¿Qué es una base de datos en grafo? ¿Cuál es su particular característica de análisis?
2. ¿Qué es el modelado de datos?
3. ¿Por qué es importante poder añadir detalles a los datos?
4. ¿Qué datos estudia el artículo? O, de otra manera, ¿cuál es el “objeto” estudiado en el artículo en forma de grafo?
5. ¿Cuáles son algunas conclusiones a las que llegan los autores del artículo? ¿Cuál es su importancia?
6. ¿Se te ocurre algún tipo de pregunta de investigación que puedas realizar con este método - base de datos en grafo - con lo que has visto en la clase hasta ahora?

In English

“Network Theory, Plot Analysis”
by Franco Moretti, *Literary Lab Pamphlet 2*, 2011.

1. What is a network? What are each basic elements?
2. What is a model of a literary text?
3. What data is the article studying? What is the research question?
4. What type of measurements or variables is the author studying within the networks?
5. What are some of the conclusions of the article?
6. Can you think about a research question on the topics and/or objects that have been working with in class during the semester?



d. Onodo Project Assignments

The objective of the Onodo assignment is to curate networks data paired with visual and textual information to develop a presentation and/or an analysis of a network based on your research, secondary sources, and the Benson primary source materials you have examined.

You will create a:

1) (Social) network project, where you count connections between people/places/objects/etc. to visualize and analyze it as a network while also providing (multimedia) information about said people/places/objects/etc.

Make connections and add information about them (Example: <http://earlywashingtondc.org>)

You will determine what the overarching story/question is, and what the links between nodes tell us about it (for example, “marriage ties” or “exchange of letters”). Besides metadata to create the network, each student will create node information (image/video and text that appears on the right-hand side panel of the presentation tool) for at least 5 nodes on the interactive network. For each node, you must have:

1. Relevant media that is already hosted online (images hosted through your UTBox account, Twitter posts, Flickr images, YouTube videos, or media from other supported platforms). You will have to cite the media appropriately (Creator/author, Source) and you will have to provide contextual/label information below the image (ex. year media was created, description of the scene and content you want to point out, etc.)
2. Descriptive/analytical text (60-100 words) that must be based on at least one new secondary source, i.e. ones that we have not read for our seminar, in addition to relevant secondary sources that we have already read. At least one of your slides must include a quotation from a written primary source (does not count toward your 60-100 word limit).

The Onodo project should contain the following elements:

- Description text with:
 - Introduction that includes hypothesis, data curation decisions and conclusion
 - “Project Credits”
 - “Sources” slide with full citations of the sources used and additional suggested readings, hyperlinked to either catalog.lib.utexas.edu records, FromThePage materials, or the actual digitized source whenever possible
 - 250-300 word limit (this does not include credits and sources)
- Metadata spreadsheet with:
 - 10 nodes minimum
 - X links (this will depend on materials)
 - Metadata about nodes, dates, etc.
 - Description text and media for 5 nodes minimum



e. Onodo project wireframing activity

Topic and audience	
1. What is the main theme of this project? Why?	2. What is its context?
3. What is the central question being answered by this tool?	4. Who is the main audience of this project? Why? Demographics: Education: Prior Knowledge: Expectation:
Data and Metadata	
5.a What are going to be the nodes the networks?	6.a What are going to be the links of the networks?
5.b What information are you going to include about each (or at least the main ones) node?	6.b. Are you going to assign weight to link? If so, what are you going to count?
5.c Do you have sufficient information? Where is that information coming from?	5.d Where can you look for extra information?
Media	
7. What media is the project using to support the network/story? (List name and year) (See list of primary sources)	
7.a Where are those objects (physical or digital) now?	7.b Does the data need special handling for sharing under Copyright? (Always requires institutional citation)

f. Onodo Project Template

Please complete this table.

Title of Onodo network:
Creator Name [Last Name, First]:
Are you okay with this project being modified by others?
Are you okay with someone benefiting financially from this project?
Date when you finalized the project text below:

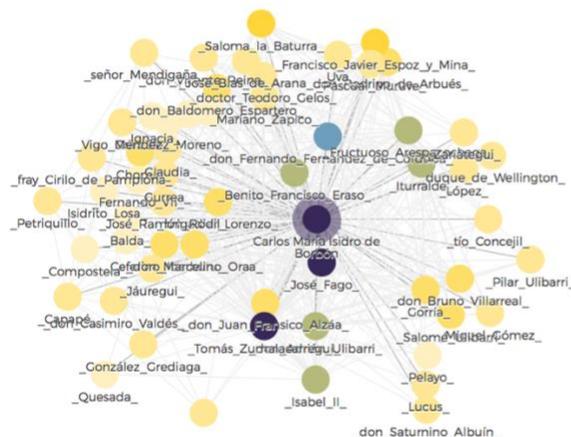
Media with Caption (with link to digital source)

Bibliography

- The text entered for each network node should be on its own page in this document--create a page break by holding down the Ctrl key and pressing Enter.
- Include the code for hyperlinks you are including in the credit line, caption, and text within the text.

End this document with a Project Credits slide. **Be sure to include the takedown notice we have provided.**

NODE EXAMPLE



Carlos María Isidro de Borbón



Carlos María Isidro de Borbón también conocido como Don Carlos (Aranjuez, 29 de marzo de 1788 - Trieste, 10 de marzo de 1855) fue un infante de España y el primer reclamante carlista del trono bajo el nombre de Carlos V, por ser el segundo hijo del rey Carlos IV y de María Luisa de Parma, y por lo tanto hermano del rey sucesor Fernando VII, a cuya hija Isabel II disputó el trono. A lo largo de su vida utilizó los títulos de incógnito de duque de Elizondo y conde de Molina.

aristocracia	
TYPE	H
CLUSTER	3
DEGREE	53
RELEVANCE	0.975387256674
BETWEENNESS	280.886735487

Credit: “Carlos María Isidro de Borbón” *Wikipedia*. Accessed Oct 29, 2018

Pedagogical Material prepared by the Digital Scholarship Office



Caption: “Retrato del infante de España Carlos María Isidro de Borbón (1788-1855)”. Vicente López Portaña.

Carlos María Isidro de Borbón también conocido como Don Carlos (Aranjuez, 29 de marzo de 1788 – Trieste, 10 de marzo de 1855) fue un infante de España y el primer reclamante carlista del trono bajo el nombre de Carlos V, por ser el segundo hijo del rey Carlos IV y de María Luisa de Parma, y por lo tanto hermano del rey sucesor Fernando VII, a cuya hija Isabel II disputó el trono. A lo largo de su vida utilizó los títulos de incógnito de duque de Elizondo y conde de Molina.

NODES TEMPLATE

[Node name]

[Image]

Media Credit: [Source information, where it is deposited, etc.]

Media Caption: [description of object including who created it, date it was made, and other relevant information]

[Text. Include all hyperlinks & footnotes]

f. Onodo Peer-review Assignment Handouts

Visita el proyecto de Onodo de tu compañero/a y responde a las siguientes preguntas justificando tu respuesta en cada caso.

1. ¿Está la pregunta de investigación y la presentación del proyecto suficientemente claras en la introducción (descripción)?
2. ¿Es el título específico a la investigación o demasiado general?
3. ¿Son los recursos primarios, secundarios y links relevantes a la red y los textos?
4. ¿Son las descripciones de los nodos adecuadas a la idea principal de la investigación?
5. ¿Se ha incluido en la descripción un análisis de la red?
6. ¿Puedes navegar fácilmente por los elementos de la red?
7. ¿Son relevantes las imágenes de la red?
8. ¿Crees que el estilo de escritura es bueno tanto para una audiencia experta como para una general?



In English

Visit the Onodo project of your classmate and answer the following questions justifying your answer in each case.

1. Is the research question and the presentation of the project sufficiently clear in the introduction (description)?
2. Is the title specific to the research or too general?
3. Are the primary resources, secondary resources and links relevant to the network and the texts?
4. Are the descriptions of the appropriate nodes to the main idea of the investigation?
5. Has an analysis of the network been included in the description?
6. Can you easily navigate through the elements of the network?
7. Are the images on the network relevant?
8. Do you think that the writing style is good for both an expert and a general audience?

Lesson plan designers: Jennifer Isasi, Joshua Ortiz-Baco and Albert Palacios, in the Digital Scholarship Office at LLILAS Benson Latin American Studies and Collections, in Fall 2018.