

COLLEGE OF

Arts

**UNIT STUDY GUIDE**

***ARTSSH231 – Digital History Debates and Approaches***

**Year: 2014**

**Semester: 1**

**Location: Footscray Park**

**Prepared by: Craig Bellamy**

**Welcome**

Welcome to this unit of study. This unit guide provides important information and should be kept as a reference to assist with your studies. This guide includes information about your reading and resources, independent learning, class activities and assessment tasks. It is recommended that you read this guide carefully: you will be expected to manage your learning as you work towards successful study.

Detailed information and learning resources for this unit have also been provided on the Unit website on VU Collaborate which can be reached via the Student Portal at vu.edu.au/student-tools/myvu-student-portal It is important that you access your unit website regularly*.*

Please also refer to information provided on the Student Portal that supports studying at VU.

**Acknowledgement of Country**

We respectfully acknowledge and recognise the traditional owners, their Elders past and present, their descendants and kin as the custodians of this land.

**Introduction to the unit**

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| Unit Title: Applied Learning Programs |
| UNIT CODE:ARTSSH231 | Year: 2014 | Semester: 1 | Credit Point: 12.5 |
| Key Staff |
| Unit Co-ordinator | **Craig Bellamy**Contact Number 9919 7042Contact email:  |

|  |  |
| --- | --- |
| Campus | Days and Times |
| Footscray Nicholson | By appointment |

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| Teaching Team | Kylie Brown | Contact email | Kylie.brown@vu.edu.au |
|  | Domenic Brash | Contact email | Dominic.brash@vu.edu.au |

**Unit Description**

In this unit ARTSSH231 (Digital History Debates and Approaches) you will learn some of the key techniques of digital history through the lens of 19th Century Australian Colonial history.  The course will utilise some of the key archival records from the period that are now available in digital form. Students will learn how to critique these records and also apply new digital techniques to the records that may uncover new interpretations of this fascinating period of history.

**Mode of Delivery**

This unit is delivered using a flexible, blended learning approach. Students are asked to engage with materials, discussions and activities in a combination of online and face to face modes. Students are expected to engage in their study of the unit for approximately 10 hours a week the 12 weeks of the semester. Students are also expected to attend approximately 10 of the 12 session throughout the semester.

**Learning Outcomes**

At the completion of this unit, students should be able to:

1. Use contemporary communication tools to articulate the scholarly approach taken learning.
2. Analyse and critically reflect upon digital history and the debates and approaches within the area.
3. Demonstrate the application of digital technologies to the theory and practices of history
4. Interpret and transmit knowledge, skills and ideas to specialist and non-specialist audiences around key policy and theoretical implications within the applied learning field.

**Learning and teaching strategies**

The learning and assessment strategy is designed to use your past experience in the learning and assessment activities. We will endeavour to incorporate your immediate experiences into the program however there may be times when you will be asked to undertake activities outside those experiences.

The program will utilise a student centred approach where you will be encouraged to investigate your own approaches to digital history in order to build your critical capabilities and technical skill. The unit will include practical sessions, guest speakers, group discussions, problem solving activities, videos, online activities, role-play, individual research assignments and group work.

**Graduate Capabilities**

In addition to discipline knowledge, skills and their application, the study of this unit is intended to contribute to students developing the capabilities needed to be:

Confident, creative lifelong learners who can use their understanding of themselves and others to achieve their goals in work and learning

* Understanding of the role of culture, values and dispositions in affecting achievement of goals.
* Understanding how to initiate and develop new ideas

In this unit, you will receive feedback on your development of key aspects of the above graduate capabilities through engagement in the assessment tasks and teaching and learning activities of the unit.

**Required Readings**

Required readings will be made available via the VU Collaborate Learning Management System.

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| **HE Week** | **Session Details** | **Topics** | **Teaching Staff** | **Readings / Activities** | **Assessment Tasks** |
| **1** | Sat 1st MarchLecture Hall 4 | Unit Introduction and Module 1 – Digitising the Past | Craig Bellamy | ***Reading*** Digital History, Roy Rosenweig | Attendance: 10/12 tutorials must be attended (10%) |
| **2** | Fri 7th MarchLecture Hall 4 | Module 2 – Using the Old Bailey Online | Craig Bellamy | ***Reading*** The Old Bailey and Newgate, Charles Gordon***Activity*** Using Old Bailey Database | Old Bailey Quiz (10%) |
| **3** | Friday 14th March Lecture Hall 4 | Module 3 – Using Digital Newspapers | Craig Bellamy | ***Reading*** The Digital Past, Dan Cohen***Activity***Scan and upload a digital document in groups and use online discussion forums | Digital Document and reflection (10%) – Group assignment |
| **4** | Friday 21st MarchLecture Hall 4 | Module 4 – Tasmanian Convict Records | Craig Bellamy | ***Reading* –**Tasmania’s Convicts Alison Alexander, | 2000 word essay (20%) |
| **5** | Friday 28th MarchLecture Hall 4 | Module 5 – Gold Rush period and ‘informal’ digital records | Craig Bellamy | ***Reading.*** *The History of the Colony of Victoria, Henry Turner* |  |
| **6** | 4th April Lecture Hall 4 | Module 6 – Virtual Classroom for major essay | Craig Bellamy | **Activity**Virtual Classroom to discuss major essay | Attendance counted towards final grade |
| **7** | 11th AprilLecture Hall 4 | Module 7 – Understanding the 19th Century through quantitative techniques | Craig Bellamy | ***Reading,*** *‘Distant Reading’, Fraco Moretti****Activity***Delivery Applied Learning Activity to the class | 5000 Word essay (50%) |

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| ***Task*** | ***Assessment Tasks : Descriptions*** | ***Learning Outcomes*** | ***Assessment Criteria*** | ***Weighting*** | ***Due Date*** |
| 1. | Old Bailey Quiz | LO 1LO 3LO 4 | * Demonstration of an understanding of critical
* reflection
* Ability to analyse and discuss issues in a constructive manner
* Ability to critically use historical databases
 | 10% | 07/07/2014 |
| 2. | Digital Document and reflection | LO 1LO 2 | * Use of contemporary communication mechanisms
* Demonstration of an understanding of critical reflection
* Ability to analyse and discuss issues in a constructive manner
 | 10% | 07/04/2014 |
| 3. | *Short essay (2000 words)* | LO 1LO 3 | * Ability to demonstrate authorative and critical argument using evidence
* Demonstration of an understanding of critical
* reflection
* Ability to analyse and discuss issues in a constructive manner
* Appropriate use of in-text referencing using Harvard
* Appropriate style of scholarly writing.
 | 20% | 23/05/2014 |
| 4. | Long Essay (5000 words) | LO 1LO 2LO 3LO 4 | * Ability to demonstrate authorative and critical argument using evidence
* Demonstration of an understanding of critical
* Reflection
* Ability to analyse and discuss issues in a constructive manner
* Appropriate use of in-text referencing using Harvard
* Appropriate style of scholarly writing.
 | 50% | 30/06/2014 |

**Assessment Task 1**

Ten out of twelve tutorials must be attended to pass this class.

**Assessment Task 2**

In this Quiz you will be asked a series of 10 True and False questions about the Old Bailey Online.  To answer the questions you are required to search and analyse the database, using a number of techniques. You are also required to engage with some of the contextual information about the database.

**Assessment Task 3**

To complete your third assignment, you will need to form a group of three other students of your choosing. In this assignment, you must find an historically significant document in a library or archive, and then using VU’s Digitisation Lab, digitise the document according to the standards set out by the State Library of NSW.

<http://www.sl.nsw.gov.au/services/public_libraries/digitisation/digital_practice_guidelines/index.html>

You must then upload the document via Assessment Drop Box accompanied by a 500 word reflection outlining why the particular document was chosen to be digitised.

**Assessment Task 4**

In the short essay (2000 words), you are required to address one of the questions listed. You should use at least five of the readings in the course as well as the online digital resources (links are provided). The essay must adhere to academic convention in terms of critical argument and citations.

1. Franco Moretti concept of ‘distant reading’ has created much controversy in the fields of literature and book history. What does ‘distant reading’ promise for the historian?
2. If the ‘first stage’ of digital humanities could be discussed in terms of the mass digitisation of corpuses, what processes defined the ‘second stage’ of the field?
3. In the process of discovering digital documents online, what process must one undertake to ascertain the veracity of the document?

**Assessment task 5**

In the long essay (5000 words), you are required to address one of the following questions. You should use at least ten of the readings in the course as well as the online digital resources (links are provided). The essay must adhere to academic convention in terms of critical argument and citations.

1. The Eight Hour movement was one of the most important social movements in 19th Century Melbourne and Australia and had important consequences for the international Eight Hour movement. Using only online primary resources, you are required to write a history of the event outlining the key topics and actions that led to the granting of the Eight Hour day to Melbourne’s Stone Masons. Reflecting upon the resources used, can you see any major gap in the digital record of the event? What documents or corpuses would you recommend to be digitised?