

Digital History Lab: Jerusalem

ASH/HIS 3931

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Office Hours: W 10-12 and by appt.

T 10:40-11:30, Th 10:40-12:35

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Flint 111

COURSE DESCRIPTION:

How has the digital revolution changed the way that history is studied, written, and practiced? What new digital tools are historians using, and what new interpretations and insights are opened up by these tools? How are historians using technology to reach broader audiences for their work?

This course takes the city of Jerusalem as a laboratory in which to explore these exciting questions. We will use various digital tools (computerized mapping, storymaps, timelines, podcasts) to analyze and narrate the city's history, paying particular attention to urban growth, the lived experiences of Jerusalemites, and the city as the setting of religious and political struggles. We will use a wide variety of primary sources in translation (memoirs, newspapers, archival documents, maps), digital, and media sources.

Please note that this course is both hands-on and collaborative. We will be learning with—and from—each other. In addition to active preparation, participation, and cooperation, you should have a fearless and curious attitude in order to succeed in and enjoy the course. We will be trying new things, figuring things out, making mistakes, and recalibrating on a regular basis. No prior digital history experience is necessary!

LEARNING OUTCOMES:

Students will:

- 1) critically examine, interpret, and explain how individual, political, cultural, economic, and religious experiences and structures shaped an urban setting;
- 2) gather and analyze data using multiple methodologies to evaluate causal arguments, analyze evidence, and provide appropriate context;
- 3) employ appropriate technology in the analysis and presentation of historical interpretations and narratives; and
- 4) produce a collaborative research project displaying competence with primary sources, multi-causal and contextualized historical interpretation, and digital humanities methodologies

CLASS WEBSITE & COMPUTER POLICY

Since this is a class on “digital” history, we will use the class website on Canvas regularly. You can find links to the syllabus, course reserves, resources, modules, and announcements, and you will turn in your assignments there.

In addition, please make every effort to bring your laptop or tablet to class on Thursdays, which will be our “lab” days.

REQUIRED READING:

The following books are available for purchase and are on course reserves at Library West:

Vincent Lemire, *Jerusalem 1900: The Holy City in the Age of Possibilities*

Salim Tamari and Issam Nassar, eds., *The Storyteller of Jerusalem: The Life and Times of Wasif Jawhariyyeh, 1900-1948*

Additional articles are available online and are hyperlinked through the syllabus. Other readings marked with an asterisk (*) are also available on course reserves as pdf files. ***Please make sure you are signed in to the UF server/VPN beforehand, or you will not be able to access course reserves.***

SCHEDULE:

WEEK 1 (8/20, 8/22)

INTRO TO DIGITAL HISTORY

Read:

*Meron Benvenisti, Chapter 1: "The Quarry of History," in his *City of Stone: The Hidden History of Jerusalem*, 1-49. [ebook available through course reserves]

Douglas Seefeldt and William G. Thomas, "What is Digital History?" *Perspectives on History*, May 2009. [Link](#)

"Interchange: The Promise of Digital History," *Journal of American History* 95/2 (2008). [Link](#)

(recommended) Daniel J. Cohen and Roy Rosenzweig, "Introduction: Promises and Perils of Digital History," [Link](#) "Exploring the History Web," [Link](#) in *Digital History: A Guide to Gathering, Preserving, and Presenting the Past on the Web*

(recommended) Daniel J. Cohen and Roy Rosenzweig, "Web of Lies? Historical Knowledge on the Internet," in *First Monday* v 10, n 12 (2005) [Link](#)

In-Class Activity: Exploring Jerusalem online

Evaluating internet resources: <http://guides.uflib.ufl.edu/c.php?g=147321&p=969661> and <https://www.library.georgetown.edu/tutorials/research-guides/evaluating-internet-content>

Lesson 1: <http://programminghistorian.org/lessons/googlemaps-googleearth>

WEEK 2 (8/27)

JERUSALEM IN THE 19TH CENTURY: AN INTRODUCTION

Read: Vincent Lemire, *Jerusalem 1900* (Introduction+ Chapter 1)

(8/29)

SPATIAL HISTORY

Read: Richard White, "What is Spatial History?" Spatial History Project, February 2010 [Link](#)

Jo Guildi, "What is the Spatial Turn?" and "The Spatial Turn in History" [Link](#)

Stephen Robertson, "Putting Harlem on the Map," in *Writing History in the Digital Age* [Link](#)

In-Class Activity: review and report on one spatial history project [CW: Modules]; **two paragraphs uploaded to discussion board by 8/30**

Map library visit/Google Earth Lab

WEEK 3 (9/3, 9/5) INTRODUCTION TO GIS

Guest Lecturer: Joe Aufmuth, GIS Librarian

Read: *J. Brian Harley, "Maps, Knowledge, and Power," in *Exploring Human Geography: A Reader*

GIS Assignments TBA

WEEK 4 (9/10) SACRED SPACES & PILGRIMAGE

Read: Lemire, *Jerusalem 1900*, chapter 2-3

- Archival documents relating to holy sites

Digital Assignment #1 (Primary source analysis) DUE

(9/12) GIS LAB WITH JOE AUFMUTH

GIS Assignments TBA

WEEK 5 (9/17) POLITICAL AND TECHNOLOGICAL TRANSFORMATIONS

Read: Lemire, *Jerusalem 1900*, chapter 4

Avcı, Y., Lemire, V., & Özdemir, Ö. (2018). "Collective Petitions (‘arż-ı maḥzār) as a Reflective Archival Source for Jerusalem’s Networks of Citadinité in the late 19th Century". In *ORDINARY JERUSALEM*, Leiden, The Netherlands: Brill. [Link](#)

- Archival documents

(9/19) GIS LAB WITH JOE AUFMUTH

GIS Assignments TBA

WEEK 6 (9/24) MUNICIPAL LIFE

Read: Lemire, *Jerusalem 1900*, chapter 5

Dimitriadis, S. (2018). "The Tramway Concession of Jerusalem, 1908–1914: Elite Citizenship, Urban Infrastructure, and the Abortive Modernization of a Late Ottoman City". In *Ordinary Jerusalem*, Leiden, The Netherlands: Brill. [Link](#)

- Archival documents on municipal life

(9/26) GIS LAB WITH JOE AUFMUTH

GIS Assignments TBA

WEEK 7 (10/1) REVOLUTION

Read: Lemire, *Jerusalem 1900*, chapter 6

*Campos, *Ottoman Brothers*, selection TBA

(10/3) TIMELINE JS

In-Class workshop

Digital Assignment # 2 (Timeline) Due 10/7

WEEK 8 (10/8) (10/10) AUTOBIOGRAPHY

Read: Lemire, *Jerusalem 1900*, chapter 7 and conclusion

Rioli, M. (2018). "Introducing Jerusalem: Visiting Cards, Advertisements and Urban Identities at the Turn of the 20th Century". In *ORDINARY JERUSALEM*, Leiden, The Netherlands: Brill. [Link](#)

Tamari and Nassar, eds., *Storyteller of Jerusalem*, Part I

WEEK 9 (10/15) STORYMAP JS

In-Class workshop

(10/17) NO CLASS – WORK ON STORYMAP PROJECTS & ARCHIVE

Digital Assignment #3 (Storymap) DUE 10/21

WEEK 10 (10/22) (10/24) URBAN GROWTH IN THE 1920S

Read: Mazza, R. (2018). "'The Preservation and Safeguarding of the Amenities of the Holy City without Favour or Prejudice to Race or Creed": The Pro-Jerusalem Society and Ronald Storrs, 1917–1926". In *ORDINARY JERUSALEM*, Leiden, The Netherlands: Brill. [Link](#)

Tamari and Nassar, eds., *Storyteller of Jerusalem*, Part II

In-Class Mapping Lab

WEEK 11 (10/29) PUBLIC HISTORY

Read:

- *Roy Rosenzweig, "Can History Be Open-Source? Wikipedia and the Future of the Past," *Journal of American History* (June 2006)
- *Robert S. Wolff, "The Historian's Craft, Popular Memory, and Wikipedia," in *Writing History in the Digital Age*
- *Morgan Currie, "The feminist critique: Mapping controversy in Wikipedia." *Understanding Digital Humanities* 224-248.

(10/31) CROWDSOURCING

Read: Amanda Grace Sikarskie, "Citizen Scholars: Facebook and the Cocrecreation of Knowledge," in *Writing History in the Digital Age* [Link](#)

In-Class Lab: Mandates Jerusalemites fb page

Digital Assignment #4 (Wikipedia analysis and revision on Jerusalem) due 11/4

WEEK 12 (11/5) (11/7) PODCASTING

Reading TBD

WEEK 13 (11/12) (11/14) PODCASTING II

Digital Assignment #5 (podcast) due 11/15

WEEK 14 (11/19) (11/21)

Introduction to OMEKA

John Theibault, "Visualizations and Historical Arguments," in *Writing History in the Digital Age*
[Link](#)

WEEK 15	(11/26)	NO CLASS – PROJECT WORK
	(11/28)	THANKSGIVING – NO CLASS
WEEK 16	(12/3)	PROJECT PRESENTATIONS

GRADES & ASSIGNMENTS:

Five (5) digital assignments - 50%

- 1) Primary source analysis, due 9/10
- 2) Timeline JS, due 10/7
- 3) Storymap, due 10/21
- 4) Wikipedia analysis and revision, due 11/4
- 5) Podcast interview, due 11/15

Final OMEKA project - 30%

Attendance & Participation - 20%

- Students are expected to prepare for and attend every class session other than in case of documented illness or emergency, consistent with university policies found at: catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/
- Grade points are assigned consistent with university policy: catalog.ufl.edu/UGRD/academic-regulations/grades-gradingpolicies/
- Late assignments will not be accepted except through prior arrangement with the instructor.

UNIVERSITY POLICIES

- Students with **disabilities** requesting accommodations should first register with the Disability Resource Center (352-392-8565, dso.ufl.edu/drc) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.
- Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing **course evaluations** online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at gatorevals.ua.ufl.edu/students/. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive

from GatorEvals, in their Canvas course menu under GatorEvals, or via ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at gatorevals.aa.ufl.edu/public-results/.

- UF students are bound by **The Honor Pledge** which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (sccr.dso.ufl.edu/process/student-conduct-code/) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor in this class.
- **Health and Wellness**
 - U Matter, We Care: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit umatter.ufl.edu/ to refer or report a concern and a team member will reach out to the student in distress.
 - Counseling and Wellness Center: Visit counseling.ufl.edu/ or call 352-392-1575 for information on crisis services as well as non-crisis services.
 - Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need, or visit shcc.ufl.edu/. University Police Department: Visit police.ufl.edu/ or call 352-392-1111 (or 9-1-1 for emergencies).
 - UF Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; ufhealth.org/emergency-room-trauma-center.
- **Academic Resources**
 - E-learning technical support: Contact the UF Computing Help Desk at 352-392-4357 or via e-mail at helpdesk@ufl.edu.
 - Career Connections Center: Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services career.ufl.edu/.
 - Library Support: cms.uflib.ufl.edu/ask various ways to receive assistance with respect to using the libraries or finding resources.
 - Teaching Center: Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring. teachingcenter.ufl.edu/
 - Writing Studio: 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers. writing.ufl.edu/writing-studio/
 - Student Complaints On-Campus: sccr.dso.ufl.edu/policies/student-honor-codestudent-conduct-code/
 - On-Line Students Complaints: distance.ufl.edu/student-complaint-process/