

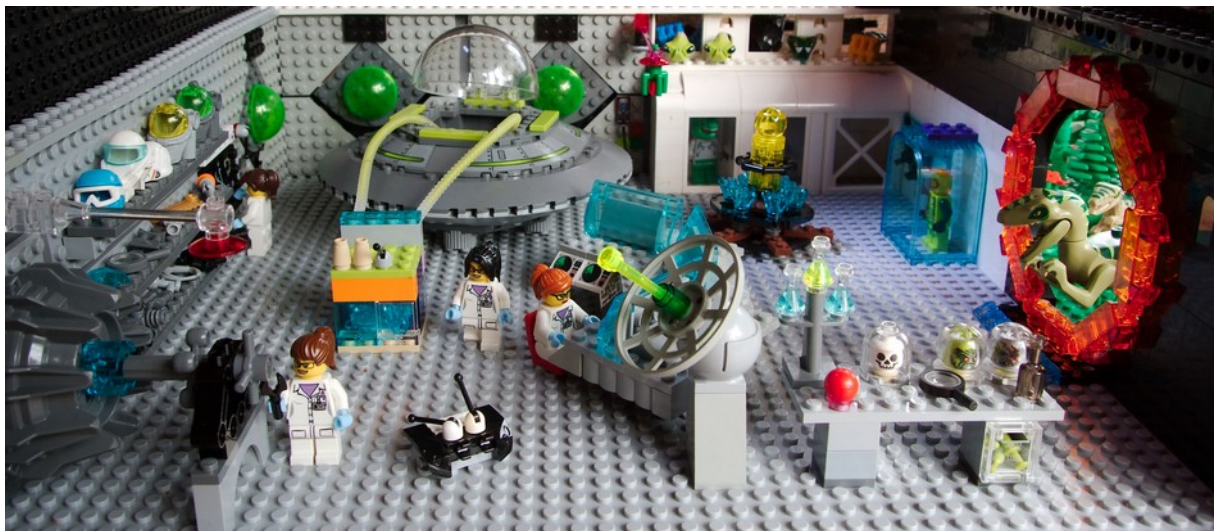


Universiteit Utrecht

MA program New Media & Digital Culture

Research Lab 1

Situating Research



Block 1, 2020-2021

1. Course information

Course code and title: [MCMV16041 Research Lab 1: Situating Research](#)

Instructors: Michiel de Lange (course coordinator, qualitative track#1), m.l.delange@uu.nl and Tim de Winkel (data track#2), t.dewinkel@uu.nl

Contact: General questions about the course best be asked via MS Teams, where other students may also read and reply. If you have a more request, e-mail us: m.l.delange@uu.nl and/or t.dewinkel@uu.nl (Tim's mail will be open on Tuesdays from 13h-17h and from Thursdays from 13h-17h).

Class schedule and locations: Due to Corona, the course is offered online. The main teaching environment is MS Teams. Link to the RL1 Team, where you will find different channels for the various tracks and assignments: <https://teams.microsoft.com/l/team/19%3ac1e2e94ffa2141ac9863496f0d0a3345%40thead.tacv2/conversations?groupId=04bfa77f-a954-4f95-be2b-246578177622&tenantId=d72758a0-a446-4e0f-a0aa-4bf95a4a10e7>

>> *Please make sure you have MS Teams installed and tested before the first class!*

Class 1 (Wed. 9 Sept.) 13:15 - 17:00 (as listed in the Course Planner) via MS Teams

Classes 2 - 6 (Wed. 16 Sept - 14 Oct. for both tracks): 9:00 - 12:45 via MS Teams

Class 7 (Wed. 21 Oct.) time and channel will be announced in due time

Week 8 (Wed. 28 Oct.): individual oral exams via MS Teams. Exact times will be announced in due time (students can subscribe to a time slot).

Week 9 (Wed. 4 Nov.): final Project Group presentations (if possible physically at MCW Lab (theater space), address of the building: Muntstraat 2A/Kromme Nieuwegracht 20, downstairs)

See 4.1 Calendar for the full schedule

Other important URLs:

Questionnaire after week 1 for putting you in Project Groups:

<https://docs.google.com/forms/d/1KA80ZO0SJyVwai4jxScMWtqauH4JTh9fJ89o6KIHdB0/edit>

Choice for tracks (qualitative or data):

<https://docs.google.com/spreadsheets/d/1105wMzb1p2lyIYgOTSdxhA7lu51QyEFEirJIZEWt2GM/edit#gid=0>

Registration time slot for individual oral exams (to be held in week 8):

https://docs.google.com/spreadsheets/d/1KQCWwyHs-bXJ9_3sS-IKCwogDvHJRV252hdG2u9DgP8/edit#gid=0

2. Content & Learning objectives

This module will (re)introduce students to some of the key methods used in the field of New Media Studies at Utrecht University. On top of this, students will engage in reflection about their methodological underpinnings; i.e. they will learn about the traditions, assumptions and the explicit or implicit connections with new media theories in the humanities, which are taught in the concurrent New Media Theories course (by Ingrid Hoofd). In addition to learning to identify the assumptions and traditions behind the various methods, students will learn to assess the possible ethical issues involved in the application of those methods and the justification in light of research ethics when formulating a methodology or research question.

At the end of this course, students will have learned which method may serve which types of research questions, and will be able to assess the practical viability and ethical implications of each method. They will also have grasped which methods (and their implied epistemological traditions and theoretical underpinnings) will be appropriate for pursuing their own individual research interest. Students will have learned how to express all these aspects of the methodology trajectory in oral and written form, by way of participating in in-class debate, of a group presentation, and of a written methodology assignment.

3. Course proceedings

Central to the course concept is doing actual research. After the 1st class session in week 1, the course is split into 2 parallel tracks. Students choose their preferred track, provided they are of roughly equal size (ca. 25 students per track). Per track, students in Project Groups of about 4 people work on an assignment (distributed separately) in order to train and hone their methodological skills. To ensure complementarity, Project Groups ideally have a maximum of internal diversity (e.g. educational background, nationality, experience, age/gender).

Track#1 - qualitative, with a focus on textual/affordance & discourse analysis and qualitative/ethnographic methods like participant observation and interviewing.

Track#2 - data, with a specific focus on data, digital methods and digital humanities.

The course is seminar-based (this year we do everything online due to Corona). We have weekly three to four-hour sessions in which the emphasis is on questioning and working on the assignment. This training of methodological skills happens in close connection to the parallel course "New Media Theories Thinkers, Debates, and Questions". Research Lab 1 is not too heavy on reading but emphasizes doing research and reporting on it, both academically and professionally. Class sessions are devoted to preparing and doing Project Group work on the assignment. The instructors are available for guidance. It is important to have the necessary materials and devices (laptop, tablet, recording tool, etc.).

Expected from you during class

- Active participation and an inquiring attitude.
- Equal contributions to Project Group work.
- Contributions to overall group dynamics and the work of other Project Groups in a collaborative spirit.

Expected from you outside of class hours

- Convene with your Project Group at least once every week to discuss literature and progress, to perform actual research as a group or individually (by dividing tasks), and prepare for the next class session.
- Reading of weekly literature.
- Finding additional material if needed.
- Updating individual research diaries.

3.1 Graded work

The course has the following aims:

- To develop the capacity to design an approach to solving a particular question at hand. You'll learn to connect your understanding of the research question to a viable method to approach and answer this question.
- To develop the necessary skills for producing, processing, recording and retrieving research data, both individually and as part of a collaborative Project Group effort. You will train in organizing your findings in a productive way.
- To document and present findings in a meaningful and convincing way for both academic and professional audiences. You will practice with various ways of disseminating your work.
- To demonstrate your development across the duration of the course. You will reflect on your personal and collaborative learning trajectory.

Both qualitative and data tracks consist of the following graded elements:

GRADE 1 - 40% Project Group work

- [mandatory, not graded] Each Project Group prepares one short 10 min. presentation during one of the weeks 3-4-5-6 to update their classmates on their work-in-progress
- [mandatory, not graded] Every Project Group gives feedback on each other's WiP via MS Teams.
- [mandatory, graded] Final Project Group presentations in week 9 (video), 10 minutes.

GRADE 2 - 60% individual work

- [mandatory, not graded] Weekly research logs weeks 2-7 (in MS Teams).
- [mandatory, graded] oral exams in week 8: 10 minutes individual, based on research diaries and written preparation. Subscribe for a time slot in week 6.

After week 1 **Project Groups** will be formed of about 4 students. Project Groups are expected to meet at least once every week outside of class hours to prepare and execute the research project. Tasks can be divided between Project Group members. During classes, Project Groups share their ongoing collaborative work in order to elicit critical methodological questions and suggestions from classmates. At the end of the course, Project Groups collaboratively prepare outcomes and reflections on the process during a (semi-public) symposium, which shall be co-organized and chaired by students themselves.

The **individual research log** consists of 6 weekly methodological diaries (weeks 2 – 7; between 400 – 800 words). Every week, you will submit your diary, including – if relevant - supporting audio-visual materials (e.g. photos, maps, film footage). Diaries discuss and reflect on your research design, the overarching research question(s) that your Project Group has formulated, and the concrete steps you've taken each week to address the specific questions raised for each module. Think about the following aspects:

- Research design: The "fit" between your main question(s), the underlying theories/concepts, and the method(s) and technique(s) used to find answers to the question.
- Process: Group dynamics of the research Project Group (e.g. division of tasks, complementarity, cross-fertilization and inspiration).
- Deliverables: What did you find? Present intermediate and incremental outcomes.
- Reflection: How did you apply (and perhaps tweak) methods for your own goals? Pros/cons of the chosen approach(es): what can you, and can you not

find in this way, what possible biases are there in your approach? How did your own role as a researcher shape the research (self-reflexivity)?

Deadlines: each week prior to class on Tuesdays 17:00, via MS Teams in your own portfolio.

In a short individual **oral exam** of 10 minutes, students reflect on their findings, the methodological approach taken in relation to the research question, and the process and (individual/group) learning trajectory. This exam may also address the relationship between academic research and the applied domain (i.e. the field in which the assignment). This assignment should create a more or less coherent narrative about the research project as a whole. It needs to show consideration of how your thinking has developed and changed over the course.

Guiding questions: How did you acquire results and deliverable(s) for the project? What have you learned by applying particular methods? Tip: do not hesitate to recount failures and your workarounds! Student prepare a written preparation of 250-500 words listing the guiding research question(s), theoretical inspiration, approach and main findings. This serves as input for the oral exam. While this assignment is graded individually, much of it will be based on Project Group work. Some degree of overlap between Project Group members is therefore to be expected.

At the request of the Exam Committee we shall adhere to the following **formal procedure**:

- Oral exams shall be recorded within MS Teams.
- Recording shall be archived for a limited period of two years (Exam Committee regulations).
- Archived recordings will be stored on a EU-based server (SURFnet).
- Recordings are only shared with 3rd parties at the explicit request/approval of the Exam Committee.
- The recording of the oral exam will also be made available to individual students upon request, provided they shall adhere to the same stringent procedures as described above.

Reparation is possible when the initial grading of the assignment was a 4.0 and a 5.0 and the student has complied with all the participatory requirements. The reparation will be the first week of November.

3.2 Qualitative track

In the qualitative track we learn to work with various familiar qualitative methods in the Humanities: textual analysis and discourse analysis, and empirical methods like participant observation and interviewing. Specific learning objectives include introduction/re-familiarization plus critical reflection on the methodological foundations of doing research on 'texts', discursive utterances, empirical observations and interviews.

Importantly, 'texts' in this context means more than just written or oral statements but may refer to any informational product that can be 'read' and interpreted in some way, including data, code, legal documents, interfaces and interface elements, images, video, and so on. This is especially important for the assignments that we'll be doing, which all involve some form of datafication of the urban environment. Your overall challenge as a Project Group is to design a solidly qualitative approach to studying a phenomenon that appears to be largely a matter of quantification underpinned by data. We will learn how to work with (urban) data as cultural products. We will moreover take a situational approach to doing research on datafied cities, emphasizing spatio-temporal context and urban media culture at large.

In terms of its learning goals, this track will enable you to design your own research strategy based on these methods, to critically reflect on the underlying assumptions of various methods, and to recognize the strengths and weaknesses of approaches taken by others. The qualitative track consists of the following elements:

Week 1: Introduction, qualitative and data tracks

Week 2: Project Group-based assignment and initial design of the research project

Weeks 3+4: **Semiotics: textual/affordance** and **discourse** analysis.

Project Groups shall make a grounded selection of a textual 'corpus' (i.e. sources that will be studied in close detail). In the textual and affordance analysis, attention is paid to a cultural reading of content and interfaces. In the discourse analysis, special attention is paid to an analysis of 'socio-technical controversies' that often arise in relation to new media technologies, and the power relations that come with it.

Weeks 5+6: **Empirical: participant observation, interviewing.**

Project Groups will work on defining one or more 'situations' to study empirically, using ethnographic methods like participant observation and interviewing. You will learn how to position yourself as a research subject by alternating between the poles of participation and observation. Ethnographic interviews are used to acquire additional insights and to triangulate findings.

Week 7: Research ethics (both tracks rejoin)

For weeks 3+4 and 5+6 students receive two additional methodological guidance handouts.

Oral exam: accounting for your research. In the qualitative track, the emphasis during the oral exam lies on giving a truthful account of one's approach (i.e. creating a coherent narrative of the research design, process, team work and findings), to critically reflect on methodological ramifications like possible shortcomings and biases of each method, discuss your findings and implications, and ruminate on wider societal implications.

3.3 Data-track

The **Data Track** offers the students the opportunity to appropriate and/or familiarize themselves with computational methods for analyzing data, while critically engaging with both the datafication of society and research, as the methodology itself. This track will focus on some canonical methods and fields of data-analysis which are especially suited for humanities research. A very topical example of this is the art and research project called *phototrails*, where the Instagram selfies taken around the time when hurricane Sandy hit Brooklyn in 2014 are mapped:

http://phototrails.net/radial_sandy_hue_created/. Here we see computational analysis of large quantities of data and the subsequent visualization of the results combined with an interest in mediated and cultural phenomena like self-representation and a focus on communication and technology. Meta-reflection, philosophy of science, tool criticism and data-ethics are – and always should be – an integrated part of working with data, as they are in this track. This leads to the following learning objectives.

A theoretical introduction in the methodical canon of Humanities data research.
An acquaintance with the philosophical tension between close and distant analysis.

A hands-on introduction in some of the most prominent techniques for computational analysis in the digital humanities.

Meta-reflection and critical engagement on the conceptual prepositions of these techniques, methods and tools, through the disciplines of Critical Data studies and Tool-criticism.

An introduction in Data-ethics and Data-Justice

After one week of joint education on methodology, the group will split into the two tracks. The students enlisted in the data track will enjoy five weeks of classes that are heavy on practice, and which are padded out as follows.

Week 2 and week 3 will focus on data, and specifically data gathering and data analysis. How do we analyze quantities of cultural material, that are so huge that they can only be analyzed from a birds-eye perspective. This mode of seeing called Distant reading encompasses different expressions of the same underlying idea. A few of them like Culturomics and Query-search research, will be discussed during this week.

In week 4 of the course we'll focus on computational and quantitative text analysis or Text Mining. This is the analysis of text with the help of a computer, often by quantifying large corpora and reducing them to numbers (instances, occurrences) which can be subdued to calculation. The practical part will consist of working with tools for textual analysis like Antconc.

Week 5 will be devoted to the **Data visualization**. Leaving from the field of cultural analytics which studies culture through analysis of large databases of cultural material, and that depends heavily on the visualization of the results and has strong affinity with art projects, we'll arrive at the field of critical data studies, where visualization will be scrutinized. During the practicum we'll learn about digital methods for the analysis of images.

The last week of our separate education, week 6, we'll focus on the analysis through visualizations and networks, called **Network Analysis**. We'll take a step back to reflect on the essence of networks, reflect on the methods, possibilities and limits of data visualization, and present you existing research on (political) social media data. After this week the students will have a renewed view on how visual representations produce knowledge, and how visual standards are both opaque and powerful.

In week 7 experts of the Utrecht Data School have prepared a masterclass **Data-ethics**. They'll introduce the online version of the tool DEDA (*Data Ethic Decision Aid* or the Dutch translation *De Ethische Data Assistent*) which is developed by UDS themselves. Data-ethics is an essential step when dealing with data, especially in a research environment.

Oral exam: tool criticism. Every student will pick a tool of their choice and prepare a written outline that will be challenged during an oral exam. You are required to give a thorough account of one of the tools you've specialized in during the course, and show an in-depth knowledge of the tool, not limited to how to use it, and including what the tool is made of – this includes algorithms and coding language –, where it came from and what the implications of this heritage may be, what ideologies are inscribed in the software, and how they produce knowledge. Use a theoretical framework of political economy, tool criticism and critical data studies to analyse the tool, but refrain from giving a review on the tool itself, or a review of the discipline. The written preparation of 250-500 words contains a quick summary and your main findings. It will function as a template for the examiner to decide where to start the exam. Hand in your tool of choice and insights by October 21st.

Possible Case Studies: Antconc, Outwit, Tableau, Gephi, Excel, Image Plot. Students are only allowed to pick a tool other than on the above list after consultation with and approval of the teacher.

Matrix of questioning

| | |
|--|--|
| User centered approach vs Affordance theory | What does it do? What does it look like? How does it steer the user? What does it opaque? What can't it do? |
| New materialism /ontology | What is the input? What happens inside (algorithms for example)? What comes out? What is it made of (coding language for example)? What are the required infrastructures? And how do any of the previous influence the functioning of the researching process. |
| Political economy/platformization | Who owns the tool? In what ownership structure? How does to the tool make money? How is power distributed? |
| Epistemology/knowledge production | What does it show? How does it influence what we (can) know? What alleys of knowledge does it obscure? How does it obscure these? How do the ontology, epistemology, and imaginary of the tool contribute to a framework of knowledge production? What is justification - or governmentality - of the knowledge it produces? |
| Tool criticism/Critical data Studies | Take these theoretical frameworks to critically engage with your tool of choice. |

4. Course Program

4.1 Calendar

| Class | Date | Qualitative Track | Data Track |
|-------|-----------------------------|--|---|
| 1 | 09-09-2020 | 13.15h-17h: Introduction RL1: Methodology and Digital Humanities MS teams channel link >> | |
| 2 | 16-09-2020 | 9h-9:30 Plenary opening MS teams channel link >> 9:30 - 12.45h: Qualitative track – research design channel link >> | 9h-9:30 Plenary opening MS teams channel link >> 9:30-12.45h: Data track – research design channel link >> |
| 3 | 23-09-2020 | 9h-12.45h: Textual and Affordance analysis | 9h-12.45: Metric and Distant reading |
| 4 | 30-09-2020 | 9h-12.45h: Discourse analysis | 9h-12.45: Text Mining |
| 5 | 07-10-2020 | 9h-12.45h: Participant observation | 9h-12.45h: Data visualizing |
| 6 | 14-10-2020 | 9h-12.45h: Interviewing | 9h-12.45h: Network Analysis |
| 7 | 21-10-2020 | 9h-12.45h: The Ethics of doing research: remote DEDA workshop (most likely given by Iris Muis). | |
| 8 | 28-10-2020 29/30-10-2020 | Time slots from 9h-17h: Oral exam Time slots from 9h-17h: Last Feedback on group assignment | |
| 9 | 04-11-2020 | Final Project group presentations + Community Event Time & place: likely 14:00 – 18:00 at MCW Lab, Kromme Nieuwegracht 20 | |

4.2 Week by Week: readings and tasks

Week 1: (Digital) Methodology & Media Studies

Introduction to methodology and digital methodology in media studies. This class will consist of two half-hour lectures by the two of lecturers the course, with the possibility to ask questions. The second part will consist of two half-hour workshops. What is methodology? What is a method? And what changes when we hand over part of our method to machines?

Literature (read in advance):

- Brennen, Bonnie. 2013. Qualitative research methods for media studies. New York ; London: Routledge. Ch. 1 & 2 (pp. 1-25).
<http://proxy.library.uu.nl/login?url=http://uunl.ebib.com/patron/FullRecord.aspx?p=1075433>.
- Berry, D,. 'Digital Humanities: First, Second and Third Wave' blogpost January, 2011 on <http://stunlaw.blogspot.com/2011/01/digital-humanities-first-second-and.html>
- Please skim (don't read) the source below to find out what we mean by Digital Humanities – before you start reading the literature - and bring your

interpretation of it to class. Burdick, Anne, Johanna Drucker, Peter Lunenfeld, Todd Presner, and Jeffrey Schnapp. *Digital_Humanities*. Mit Press, 2012. https://web.archive.org/web/20161026210950/https://mitpress.mit.edu/sites/default/files/9780262018470_Open_Access_Edition.pdf

Suggested Reading (not mandatory):

- Berry, D,. 'Against the computational creep' blogpost March 27, 2017 on <http://stunlaw.blogspot.com/2017/03/against-computational-creep.html>
- Rogers, R,. 2015. "Digital Methods for Web Research." http://www.govcom.org/publications/full_list/etrds0076.pdf

Weekly assignment (preparation for the whole week):

Before class students are required to have **completely read** the course manual. (Why? [Because Snoop says so >>](#)) Especially in times of online education there's no time to inform you all personally plenary or through email. Please read the syllabus! Other tasks: 1) At the end of this week students are required to start a **research diary**, using the portfolio function of MS Teams in which we will be working. 2) At the end of this week students are required to fill in a [Google Sheets](#) to **choose a track**. 3) At the end of this week students are required to fill in a short [questionnaire](#) submitting info on their research background and **choice of assignment**.

Workshops during class:

- Workshop 'Qualitative methods'
- Workshop 'Digital methods'. Assignment: go to the DMI website (<https://wiki.digitalmethods.net/Dmi/ToolDatabase>) and choose one of the tools to explore the possibilities of that tool for research. Imagine a small research and try to use the tool in order to make first estimates if the research proposal is feasible.

Week 2: Designing a research methodology – Fundamentals of doing research / Digital Humanities and Data-scraping

This week we get the course going. First, we explain the group assignment plenary, then we split into the two tracks and work on the assignments.

For the qualitative track, this week involves laying the groundwork for the next weeks. We start by dissecting the given assignment, and begin our thought processes on thematic angle, research question(s), research process from week to week, division of tasks between Project Group members, starting a realistic time planning.

For the data track, we'll start an understanding of tools and data practices, both practically and critically. We dip our toes in data gathering including web scraping. 'Data, what is it, where is it, how do we get it?', but also what conditions we need to adopt to make sense of it.

Readings (in advance)

| <i>Qualitative track</i> | <i>Data track</i> |
|--|--|
| Rettberg, J.W. Situated data analysis: a new method for analysing encoded power relationships in social media platforms and apps. <i>Humanit Soc Sci Commun</i> 7, 5 (2020). https://doi.org/10.1057/s41599-020- | Interview with Karin van Es on http://blog.medialabkatowice.eu/en/karin-van-es-data-driven-approaches-are-often-particularly-good-at-raising-new-questions-which-may-need-to-be-answered-with-different-methods/ |

[0495-3](#)

Have a look at the (long!) resource below. This may help you to do research under current circumstances. Discuss with your teammates how this extensive set of methods may serve your research design, what choices you wish to make about the directions to take.

Lupton, D. (editor) (2020) Doing fieldwork in a pandemic (crowd-sourced document). Available at: <https://docs.google.com/document/d/1cIGjGABB2h2qbduTgfqribHmog9B6P0NvMgVuiHZCl8/edit?ts=5e88ae0a#>

Marres, N. and Weltevrede, E., 2013. Scraping the social? Issues in live social research. *Journal of Cultural Economy*, 6(3), pp.313-335. <https://doi.org/10.1080/17530350.2013.772070>

VLOG: Bernhard Rieder - Five Things to Know Before Starting with Digital Methods - 356 views Published on Aug 26, 2019 - <https://www.youtube.com/watch?v=TnOm7gkiEuw>

Suggested Reading (not mandatory):

Presner, Todd. "Digital Humanities 2.0: a report on knowledge." (2010). <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.469.1435&rep=rep1&type=pdf>

Rogers, Richard. *Doing Digital Methods*. SAGE Publications Limited, 2019.

Workshop: SCRAPING WORKSHOP, Data/cleaning tutorial

Optional tutorials(not mandatory):

Tushar Seth - Scraping the Web: A fast and simple way to scrape Amazon <https://medium.com/@tusharseth93/scraping-the-web-a-fast-and-simple-way-to-scrape-amazon-b3d6d74d649f>

At the end of this session all students have been assigned a track, a group, a research topic and a presentation slot in one of the next weeks (3 - 6). All student groups are required to immediately start the academic group process of thinking, discussing and trying out. Student groups will discuss their topic for their final assignment, plan their presentation, make a schedule, and assign tasks. You are required to find each other. Project Groups of both track have started the process of developing a research question, and (in the case of the data track) have made an inventory of where to look for data/a dataset.

Week 3: Textual and Affordances Analysis / Metrics! From Distant Reading to Culturomics

Qualitative track

Data track

Roland Barthes. 1977. Rhetoric of the Image. In: Image, Music, Text. Download the essay here: http://search.ebscohost.com.proxy.library.uu.nl/login.aspx?direct=true&db=nlebk&AN=664&site=ehost-live&ebv=EB&ppid=pp_190

Hutchby, Ian. 2001. "[Technologies, Texts and Affordances](#)." Sociology no. 35 (2)-441-456.

This week we will look at the question what are 'texts' and how can you 'read' them through a cultural lense? We will apply this approach to a qualitative understanding of data as cultural objects, and the datafication of the urban landscape as requiring new modes of 'reading' and textual interpretation.

Projects Groups receive a first additional handout to guide them through weeks 3 and 4.

This week of the data-track will be devoted to our understanding and handling of the material, namely data. We will discuss how quantification and distant reading are modes of understanding datafied culture. Culturomics is a field of research that will serve as an example of this. However, our relation to data is an exponent of how we as humans relate to technology, through awe and narrative, while at the same time remaining the humanist notion of considering technology as tools at our full control.

Moretti, F., 2005 Graphs, maps trees part 1 abstract models for literary history https://www.mat.ucsb.edu/~g.legrady/academic/courses/09w259/Moretti_graphs.pdf

Alberts-de Gier, Berend. "Data are always already biased: The datafication framework." 2019. <https://medium.com/datafication-of-experience/data-are-always-already-biased-the-datafication-framework-b56ab12168af>

Susan Aasman Historyonics blog A plea for radical contextualisation on <https://historyonics.blogspot.com/2013/12/big-data-for-dead-people-digital.html?m=1>

Suggested Literature (not mandatory):

J.B., Shen, Y.K., Aiden, A.P., Veres, A., Gray, M.K., Pickett, J.P., Hoiberg, D., Clancy, D., Norvig, P., Orwant, J. and Pinker, S., 2010. Quantitative analysis of culture using millions of digitized books. *science*, p.1199644. doi: [10.1126/science.1199644](https://doi.org/10.1126/science.1199644)

Leetaru, K., 2011. Culturomics 2.0: Forecasting large-scale human behavior using global news media tone in time and space. *First Monday*, 16(9). <https://ojphi.org/ojs/index.php/fm/article/view/3663/3040>

Moretti, Franco. "Conjectures on world literature." *New left review* (2000): 54-68.

About rape and sexual misconduct within the humanities departments. Moretti's

| | |
|--|--|
| | <p>#MeToo. https://arcade.stanford.edu/blogs/distant-reading-after-moretti by Lauren Klein</p> <p>Workshop: Culturomics workshop</p> |
|--|--|

Weekly Assignment:

We will start week 3/6 plenary, so with both tracks, and require all groups that have committed to a certain topic to present a maximum of 10 minutes about their progress. What have you explored the past weeks, what did you do practically, what is the current research design (question, theory, method, material), and what are the results? Where did you fail, and where did you succeed? What are your suggestions to other groups (also what to avoid), and what are your questions? Other groups participate by asking questions that are relevant to the group, or to themselves. This practice is not a didactic exercise to grade your progress, it's an open discussion between researchers who want to pick each other's brains. All groups have tried to gather data this week and will discuss their successes and failures in a breakout session with the supervisor.

Week 4: Discourse Analysis / Text Analysis and Tool Criticism

Weekly Literature:

| <i>Qualitative track</i> | <i>Data track</i> |
|--|---|
| <p>Gee, James Paul. 2014. <i>How to do discourse analysis: a toolkit</i>. Second Edition. ed. Milton Park, Abingdon, Oxon: Routledge. http://proxy.library.uu.nl/login?url=http://uunl.ebilib.com/patron/FullRecord.aspx?p=1600495.</p> <p>What to do: 1) Read the introduction of the book (pages 1-5) 2) Take a look at the 28 "tools" that are offered in the book, easily recognizable by being printed in a colored text frame.</p> <p>This week we will focus on discourse analysis. Project Groups shall: - Select one or more of these tools to approach and dissect the assignment. - Use one or more of JP Gee's tools to analyze a specific corpus (a body of texts or utterances). - Look specifically at certain discursive controversies and frictions that arise from studying these utterances.</p> | <p>This week we will discuss things that are - en face - quite foreign to humanities and the study of culture and art, namely statistics and economy. However, both are instrumental to (computational) Text Analysis. We will perform a text analysis tutorial while performing a tool critical view.</p> <p>Moretti, Franco, and Dominique Pestre. "Bankspeak: the language of World Bank reports." <i>New Left Review</i> 92, no. 2 (2015): 75-99. https://litlab.stanford.edu/LiteraryLabPamphlet9.pdf</p> <p>Van Es, Karin, Maranke Wieringa and Mirko Tobias Schäfer. 2018. "Tool criticism: From digital methods to digital methodology." <i>Datafied Society Working Paper Series</i>. 28 May. Web. blogpost May, 2018 on https://datafiedsociety.wp.hum.uu.nl/tool-criticism/</p> <p>Suggested Literature (not</p> |

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| <ul style="list-style-type: none"> - Reflect on the wider politics of datafication as a controversial socio-technical imaginary. - Reflect on power relations that emerge from specific utterances - Reflect on the use of this method and the choice of tools. | <p>mandatory):</p> <p>Burrows, J., 2002. 'Delta': a measure of stylistic difference and a guide to likely authorship. <i>Literary and linguistic computing</i>, 17(3), pp.267-287.</p> <p>Sanne Blauw (2018) <i>Het bestverkochte boek ooit (met deze titel): Hoe cijfers ons leiden, verleiden en misleiden de Correspondent</i></p> <p>Workshop: Antconc Tutorial</p> |
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Week 5: Participant Observation / Data Visualization

Weekly Literature:

| Qualitative track | Data track |
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| <p>Silverman, David. 2014. "Ethnography" in: <i>Interpreting qualitative data</i>. Fifth ed. London: SAGE. (327-389) [ebook should appear in UU lib soon] https://utrechtuniversity-on-worldcat-org.proxy.library.uu.nl/oclc/903278597</p> <p>Joost Beuing. 2019. Ethnography's future in the big data era, <i>Information, Communication & Society</i>. https://doi.org/10.1080/1369118X.2019.1602664</p> <p>Non-mandatory but recommended:</p> <p>Sophus Lai S and Flensburg S. 2020. A proxy for privacy uncovering the surveillance ecology of mobile apps. <i>Big Data & Society</i> 7: https://doi.org/10.1177/2053951720942543</p> <p>Duggan, M. 2017. "Questioning "Digital Ethnography" in an Era of Ubiquitous Computing." <i>Geography Compass</i> 11 (5). https://doi.org/10.1111/gec3.12313</p> <p>The aim of this week (and the next) is to do actual empirical observations and interviews. Project Groups will among others work on defining 'the field' (i.e. the specific urban context of the case under study). They will also learn and reflect on what it involves to use your own subjectivity as a research tool.</p> | <p>This week will revolve around the visualization in (digital) humanities research. Before the class ends with a buffet of practice, we'll dive into a critical theorization of visualizations, both as objects and as the practice of. We will discuss how they enable us to research culture, how they can convince an audience or manipulate the interpretation, and how visualizing something is actually a methodological choice that should be understood as an intervention by the researcher. Visualizations are objective, right? What if I told you, they were predominantly affective?</p> <p>Manovich. 2007. <i>Cultural Analytics: Analysis and Visualization of Large Cultural Data Sets</i>. A proposal from Software Studies Initiative https://www.mat.ucsb.edu/g.legrady/academic/courses/11w259/cultural_analyticsManovich.pdf</p> <p>Leo, Sarah. "Mistakes, we've drawn a few: learning from our errors in data visualization." 2019. https://medium.economist.com/mistakes-weve-drawn-a-few-8cdd8a42d368</p> <p>Kennedy, Helen et al. 2016. "The work that visualization conventions do." <i>Information, Communication & Society</i> 19 (6). 715-735.</p> |

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| <p>Projects Groups receive a second handout to guide them through weeks 5 and 6.</p> | <p>https://doi.org/10.1080/1369118X.2016.1153126</p> <p>Suggested Literature (not mandatory):</p> <p>Blog Van Geenen on visualization practices http://www.journalismlab.nl/datavisualisatie-als-interface-begrijpen/</p> <p>Drucker, Johanna. 2011. Humanities approaches to graphical display. <i>Digital Humanities Quarterly</i> 5 (1). http://www.digitalhumanities.org/dhq/vol/5/1/000091/000091.html</p> <p>Kennedy, H and Hill, RL orcid.org/0000-0003-0099-4116 (2018) The Feeling of Numbers: emotions in everyday engagements with data and their visualisation. <i>Sociology</i>, 52 (4). pp. 830-848. ISSN 0038-0385 https://doi.org/10.1177/0038038516674675</p> <p>Optional tutorials (not mandatory): Image plot tutorial & Tableau Tutorial.</p> <p>At the end of the week students will hand in their suggestion for a tool for the oral exam.</p> |
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Week 6: Interviewing / Networks

Weekly Literature:

| <i>Qualitative track</i> | <i>Data track</i> |
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| <p>Hammersley, Martyn, and Paul Atkinson. 2007. "Oral accounts and the role of interviewing" in: Ethnography: principles in practice. 3rd ed. London ; New York: Routledge. (97-120)</p> <p>Non-mandatory but highly recommended:</p> <p>Silverman, David. 2014. Interviews. In: <i>Interpreting qualitative data</i>. Fifth ed. London: SAGE. (246-300)</p> | <p>The last week of the data-track will be devoted to one of the major gains of the digital humanities: network analysis. With the growing presence of networked media in our lives, both the structure as the metaphor of the network have pervaded academy and business alike. The media studies especially have gained major relevance through our analysis of social media networks, but also through our ability to understand and scrutinize networked structures. What does knowledge about social media actually mean? How can the world be known through its</p> |

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| | <p>representation?</p> <p>Caplan, L., 2016. Method without methodology: Data and the digital humanities. <i>E-flux journal</i>. Worker01.e-flux.com/pdf/article_9006656.pdf</p> <p>Burgess, Jean, and Ariadna Matamoros Fernández. 2016. Mapping sociocultural controversies across digital mediaplatforms: One week of #gamergate on twitter, youtube, and tumblr. <i>Communication Research and Practice</i> 2 (1): 79-96. http://www.tandfonline.com.proxy.library.uu.nl/doi/abs/10.1080/22041451.2016.1155338</p> <p>Marres, N., 2015. Why map issues? On controversy analysis as a digital method. <i>Science, Technology, & Human Values</i>, 40(5), pp.655-686. https://doi.org/10.1177/0162243915574602</p> <p>Suggested Literature (not mandatory):</p> <p>Sánchez Querubín, Natalia. "Webs and Streams: Mapping Issue Networks Using Hyperlinks, Hashtags and (Potentially) Embedded Content." In <i>The Datafied Society: Studying Culture through Data</i>, ed. Mirko Schäfer & Karin van Es. (Amsterdam: University Press, 2017), 95-108. https://doi.org/10.1080/22041451.2016.1155338</p> <p>Tim Berners Lee on his invention, The Internet, at 30 years old : https://webfoundation.org/2019/03/web-birthday-30/</p> <p>Workshop: Networking tool tutorial</p> <p>At the end of the week students will hand in their main conclusions on the the tool criticism assignment. (Some of) These conclusions will be discussed during the oral exam. There is a maximum of 500 words.</p> |
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Week 7: DEDA workshop - Research Ethics, and Data Justice

This week is dedicated to (research) ethics. Being ethical and doing good are, and have been for a long time, integrated parts of being a researcher. However, the computational or datafied turn in the humanities (and especially in Media Studies) have drastically changed how to practice research ethics. This week all students project groups are required to bring their projects to online class and subdue them to the DEDA (the Data Ethical Decision Aid) presented to you by a team of UDS (Utrecht Data School). We expect student groups of both the regular and the data track to incorporate this workshop in their projects.

Weekly literature (read in advance):

Chapt. 14 "Research Ethics in Context" In Schäfer, M, & van Es, K,. (2017) *The datafied society: Studying culture through data*: Download whole book for free at [oapen.org/search?identifier=624771`](https://oapen.org/search?identifier=624771)

Read the DEDA Handbook from A to Z:

[https://www.dropbox.com/s/dkrrp93dgm0ngsk/DEDA-Handbook-ENG-V3.1-1.pdf?dl=0.](https://www.dropbox.com/s/dkrrp93dgm0ngsk/DEDA-Handbook-ENG-V3.1-1.pdf?dl=0)

Together with your Project Group make a start with Step 1 and the first 7 questions in red of Step 2 on the DEDA poster: [https://www.dropbox.com/s/ctwzgcq34lwbv6b/DEDAWorksheet_ENG.pdf?dl=0.](https://www.dropbox.com/s/ctwzgcq34lwbv6b/DEDAWorksheet_ENG.pdf?dl=0)

Suggested Literature (not mandatory):

Taylor, L., 2017. What is data justice? The case for connecting digital rights and freedoms globally. *Big Data & Society*, 4(2), p.2053951717736335.

Weekly Assignment:

At the end of this week students have enrolled in a slot for the oral exams.

Enjoy the course!