Digital Humanities Graduate Certificate Handbook

Michigan State University

Table of Contents

1.   Overview

Digital Humanities (DH) is a broad term that encompasses both the use of computational methodologies in studying the traditional materials of the humanities — language, literature, history, archaeology, art, and so on — as well as the use of other humanistic methods in studying the materials, the processes, and the results of digital technologies. DH is also deeply concerned with the use of digital forms to craft and publish humanities scholarship. DH is both critical and hands-on, invested in both the innovative use of and the careful study of the technologies that mediate human cultures.

In the certificate experience, students will learn both how the digital humanities can open up transformative avenues of research and pedagogy that may help to re-envision what it means to do research and teaching in the humanities, as well as help them to do the traditional work in their fields more effectively and efficiently. Students will examine both theory and practice, engaging in critical discussion as well as production. Through active engagement, research, and building, students will learn how to conceptualize digital tools and techniques. While general familiarity with modern web technologies is suggested, no prior programming or web development knowledge is required. Important to the program is flexibility for students to follow interests related to their specific fields, while also giving them a broad knowledge of the possibilities involved in digital humanities work.

2.   Objectives

This certificate aims to help students develop comfort with all aspects of Digital Humanities work. In alignment with this goal, students who complete this certificate will be able to:
- Objective 1:
    - Demonstrate hands-on experience using digital humanities methods
        - *Students must have knowledge of a range of digital humanities methods, enough to know what method(s) to select for one's own project.*
- Objective 2:
    - Demonstrate a capacity for adapting to technological changes through digital humanities project work.
        - *Students must develop comfort with experimentation and adopting new methods and approaches.*
- Objective 3:
    - Articulate how digital humanities methods, theories, or practices can contribute to original research in their own fields, in ways that account for the ethical implications of using digital methods for this research
- Objective 4:
    - Articulate an awareness of the methods, questions and issues in research areas beyond their own

- - ■ *Due to the interdisciplinary nature of DH, it is critical that students understand how digital humanities interacts with many fields of study in order to collaborate with Digital Humanists outside of their discipline.*
  - Objective 5:
    - ○ Manage or significantly contribute to a digital humanities project that may involve collaboration
      - ■ *The project is a ubiquitous concept within Digital Humanities, and may encompass many types of work. Being able to develop, manage, and complete a multi-faceted project is a critical skill for DH Practitioners.*
      - ■ *Projects often require collaboration across disciplines, departments, and institutions. Students in this certificate will gain experience working in teams with a variety of skills and knowledge.*
  - Objective 6:
    - ○ Apply digital humanities methods and practices to enhance pedagogy
      - ■ *Pedagogy takes places in many formats and spaces, including but not limited to, a credit-bearing college course, a K-12 environment, in museums, through non-profit work. Digital Humanities can enrich and enhance learning in any of these spaces.*

3.   Requirements

The certificate has three required components (for a total of 9 credits), culminating in a portfolio. This portfolio is submitted to the DH@MSU Curriculum Committee for review upon completion of the Certificate.

3.1 DH865 / HST812 (3cr.) – Digital Humanities Seminar

This seminar course provides an overview for digital humanities conversations, theory, history, and practices. It is typically offered in the Spring Semester. Students will chart conversations in DH in tandem with experimenting with a range of DH methodologies, theories, and tools.

This course is not a prerequisite for students' completion of the Pedagogy or Research Requirements for the Certificate. It may be taken at any point in a student's graduate career or at any point in the Certificate.

3.2 Digital Humanities Pedagogy Requirement

Pedagogy takes places in many formats and spaces, including but not limited to, a credit-bearing college course, a K-12 environment, in museums, and through non-profit work. To complete the certificate, students must engage with the critical work of planning and delivering DH instruction.

Students may fulfill this requirement in the following ways:
- Taking DH861 Digital Humanities Pedagogy (taught regularly in the Spring semester)

- Taking another pedagogical methods course with a Digital Humanities emphasis
- RAship or Internship in DH-related units in which teaching and the creation of educational materials is at the center of the work. A complete list of eligible units can be found at http://digitalhumanities.msu.edu/places/.
- Teaching or TA-ing in a course which incorporated digital humanities methods (at the case-by-case approval of the DH@MSU Curriculum Committee)
- Completing a Cultural Heritage Informatics Fellowship with a pedagogically focused project

In instances where the pedagogy component has been completed through teaching, a TA-ship, or an internship, the student is required to compile a teaching portfolio, including:
- A teaching statement from the student (see Section 3.4.2)
- Any relevant artifacts of the pedagogy (e.g. syllabus, assignment description(s), artifacts of student work, as appropriate and available)
- In cases of an internship, or a TA-ship, a letter from the faculty/internship supervisor attesting to the students' work (½-1 page in length)

These materials will be submitted as part of the Digital Humanities Portfolio (see Section 3.4).

In these cases, the student must also identify a course taken for credit that relates to their pedagogical work. For example, if a student achieves the pedagogy component by teaching a course on Modern Japanese History through DH methods, they could use a course that they took for credit about 20th Century World History or Japanese history as the credit-bearing course associated with the Pedagogy Component of the Certificate.

3.3 Digital Humanities Research Requirement

To complete the certificate, students must engage in a DH-related research project. This may also be fulfilled by:
- Taking a Digital Humanities course (either with the DH course code or with another course code)
- Taking a disciplinary course and engaging in a digital humanities project during the course, as the final project or paper (at the case-by-case approval of the DH@MSU Curriculum Committee)
- Taking an independent study course that focuses on Digital Humanities, such as DH 890
- RA-ing/GA-ing or interning in a Digital Humanities unit on campus (such as MATRIX, WIDE, DHLC, DSL, etc) or with a faculty member in which the work is focused on digital humanities research
- Completing the Digital Scholarship Lab Graduate Arts Fellowship
- Completing the Cultural Heritage Informatics Fellows Program or the Cultural Heritage Informatics Field School with a DH research-focused project
- Completing an individual DH research project based on previous coursework, leading to substantial academic output (at the case-by-case approval of the DH@MSU Curriculum Committee)

Dissertation work may not count toward the Research requirement of the certificate, per University policy

In instances where the research component has been completed through an RA-ship, the CHI Fellowship, or an internship, the student is required to compile a research portfolio, including:

- Any relevant artifacts of the research (e.g. white papers, presentation materials, research reports, articles, digital project artifacts such as a URL, screenshots, etc)
- In cases of a CHI Fellowship, an internship, or an RA-ship, a letter from the faculty/internship supervisor attesting to the students' work (½-1 page in length)

These materials will be submitted as part of the Digital Humanities Portfolio (see Section 3.4).

In these cases, the student must also identify a course taken for credit that relates to their research work. For example, if a student achieves the research component through a Digital Scholarship Lab Graduate Arts Fellowship, they could use a course that they took for credit about Digital Art Production or on the subject matter relating to the Fellowship directly as the credit-bearing course associated with the Research Component of the Certificate.

3.4 Digital Humanities Portfolio

To qualify for the certificate, each graduate student must submit a portfolio of their work, indicating and reflecting on the experiences through which the pedagogy and research requirements have been met.

The portfolio includes:

- Information detailing how the student has fulfilled the requirements (Required)
- A reflective narrative (see Section 3.4.1, Reflective Narrative) (Required)
- A teaching statement (see Section 3.4.2, Teaching Statement) (Required if Pedagogy requirement is fulfilled outside of direct coursework)
- Supporting documentation for the pedagogy and research components (Required if Pedagogy and/or Research components are fulfilled outside of direct coursework)
- Any documents, links, or other materials relevant to the completion of these requirements that the student wishes to include (Optional)

When complete, the student submits their portfolio through the portfolio form on the DH@MSU website. Students may submit their portfolio at any point in their graduate career or the academic year. Students planning to graduate in the summer should submit their portfolio before or during the spring semester prior. If a significant part of the work completed for the certificate occurs during the summer when the student is graduating, the student may submit their portfolio for consideration in the following fall semester. For more information on how the certificate is awarded, see Section 5.1, Process for Awarding the Certificate.

3.4.1 Reflective Narrative

The portfolio also includes a summative essay reflecting on the student's experience in the Certificate and how DH has shaped their work overall. Students should discuss each requirement of the certificate as well as any work that builds on or has developed from them. The narrative should be four pages double-spaced in a 12 point font.

3.4.2 Teaching Statement

If the student completed the Pedagogy requirement outside of coursework (i.e. as part of a fellowship project or by applying DH pedagogy to a course they taught), they must write a statement detailing the DH teaching methodologies they employed and reflecting on how this experience has shaped their teaching practices going forward. The statement should be three pages double-spaced in a 12 point font.

4.　How to join the certificate

Graduate students matriculated into any graduate program at MSU (masters or PhD level) are welcome to join the certificate, regardless of the College in which their degree is located. The student fills out the short Application Form for the Certificate. Then, the student will receive a welcome email from the DH Advisor to set up an onboarding meeting in order to help map out the student's pathway through the Certificate and to connect them to resources in the DH@MSU community.

5.　Completing the Certificate

The Certificate has three main components:
1. Digital Humanities Seminar (DH865/HST812)
2. Digital Humanities Pedagogy Requirement
3. Digital Humanities Research Requirement

As they progress through this coursework, students develop a portfolio of Digital Humanities work to be submitted to the Curriculum Committee and Associate Dean for Graduate Education for approval. Students submit their portfolio through the Digital Humanities Graduate Certificate Portfolio Form located on the Graduate Certificate page on the DH@MSU website.

Students are welcome to complete the portfolio form at any point in their graduate careers at MSU. Students may complete the form for review immediately after completing the Certificate requirements, or they may submit the form for review in their final semester at MSU.

More details on how these requirements may be found in Section 3, Requirements.

5.1 Process for Awarding the Certificate

The DH@MSU Curriculum Committee reviews completed Certificate portfolios (as submitted through the portfolio form) each semester and additionally as needed. After the Committee reviews and approves portfolios, the portfolio is sent to the Associate Dean for Graduate Education in the College of Arts and Letters for final approval. Finally, the certificate information is sent to the Registrar's Office and is added to the student's academic record.

5.2 Example Pathways Through the Certificate

The Digital Humanities Certificate aims to provide a flexible experience that reflects the interests and opportunities available to individual students. The consistent curricular component of the certificate is DH865/HST812. This three-credit course can be taken at any point in a graduate career at Michigan State or at any point in the certificate. Other requirements may be completed within or outside of coursework as detailed below.

Certificate seekers may also propose alternative routes to complete the certificate. These are reviewed/evaluated by the Curriculum Committee on a case by case basis. Approval should be sought before undertaking the project or the start of class.

These pathways are presented as examples of routes students might take to complete the Certificate. They are not intended to be exhaustive nor restrictive.

Example 1

- Seminar - DH865/HST812 - Digital Humanities Seminar
- Pedagogy - DH861 - Digital Humanities Pedagogy
- Research - DH891 - Special Topics: Digital Public Humanities
- Compile and Submit Portfolio:
    - Reflective Narrative
    - Submission of materials to the Curriculum Committee

Example 2

- Seminar - DH865/HST812 - Digital Humanities Seminar
- Pedagogy - Research Assistant position in LEADR
- Research - Cultural Heritage Informatics Fellowship
- Compile and Submit Portfolio:
    - Pedagogy component:
        - Teaching Statement
        - Letter from LEADR Director
        - Relevant pedagogical artifacts (assignment descriptions, lesson plans, examples of student work)

- ■ Course code, instructor, and semester of instructor for credit-bearing course associated with the Pedagogy component
  - ○ Research component:
    - ■ Letter from CHI Director
    - ■ Relevant research materials (white paper, blog posts reflecting on research work, link(s) to project)
    - ■ Course code, instructor, and semester of instructor for credit-bearing course associated with the Research component
  - ○ Reflective Narrative
  - ○ Submission of materials to the Curriculum Committee

Example 3

- ● Seminar - DH865/HST812 - Digital Humanities Seminar
- ● Pedagogy - DH861 - Digital Humanities Pedagogy
- ● Research - Digital Scholarship Lab Arts Fellowship
- ● Compile and Submit Portfolio:
  - ○ Research Component:
    - ■ Letter from Digital Scholarship Lab supervisor
    - ■ Relevant research artifacts (link(s) to project, white paper, etc)
    - ■ Course code, instructor, and semester of instructor for credit-bearing course associated with the Research component
  - ○ Reflective Narrative
  - ○ Submission of materials to the Curriculum Committee

Example 4

- ● Seminar - DH865/HST812 - Digital Humanities Seminar
- ● Pedagogy - Teach HST251 - Doing Digital History
- ● Research - DH890 - Digital Humanities Independent Study
- ● Compile and Submit Portfolio:
  - ○ Pedagogy component:
    - ■ Teaching Statement
    - ■ Relevant artifacts from HST 251 (such as syllabus, assignment descriptions, or student work as appropriate)
    - ■ Course code, instructor, and semester of instructor for credit-bearing course associated with the Pedagogy component
  - ○ Reflective Narrative
  - ○ Submission materials to the Curriculum Committee

This Handbook was created by the DH@MSU Curriculum Committee in Spring 2020 and underwent review by the DH@MSU Core Faculty in May 2020. It will be reviewed by the DH@MSU Curriculum Committee on an annual basis and may be updated accordingly after subsequent review by the DH@MSU Core Faculty.