East Asian Digital Humanities (EALC111/511)
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University of Pennsylvania
reading/video assignments revised January 10, 2019

Course Description
This course covers a wide range of current and emerging digital projects and topics in East Asian studies. Students will engage with digital projects focused on East Asia (encompassing Japanese, Chinese, and Korean languages) as well as research being done on digital methodologies for the humanities in those areas. Coursework consists of project and research analysis, active discussion, and learning about the implementation of various digital projects. No technical expertise is required but students must have reading knowledge of Chinese, Japanese, or Korean at the high-intermediate or advanced level. Class presentations, papers, discussions, and all course readings are in English, but projects involve reading articles and/or critiquing projects in the language and geographic area of students’ expertise.

Assignments and Grading:
1. Final Project (40%)
Undergraduate Final Project: Literature Review
Students will conduct a literature review on a topic of interest. It should be based on one or a combination of the class units so students have a foundation for their review based in the articles or projects introduced in the syllabus. The review should include the current state of the field, such as implemented projects or research papers from the past 10 years. Some background reading older than 10 years may be used. At least one project or research paper reviewed must be in the student's language of expertise, but the paper should be in English and any quotations from the foreign-language source translated into English. Students may use any citation style they are comfortable with. Maximum 15 pages, double-spaced (12-point Arial or Times New Roman font), not including bibliography.

Graduate Final Project: Project Pitch and Analysis
Students will outline and pitch a project or research proposal of their devising, and contextualize it in the current state of the field and technological developments. The assignment may combine multiple units of class topics, but should be a coherent project with a clear research aim. This assignment consists of:

a. Project pitch to a funding organization or student's department/advisor. (1 single-spaced page ONLY)
   b. Literature review and critical analysis of current research related to the student's idea. This can include digital projects and research papers. At least one project or research paper reviewed must be in the student's language of expertise, but the paper should be in English and any quotations from the foreign-language source translated into English.
   c. Introduction to and outline of the student's project idea, including research question and why it is novel or important in context of the existing field.
   d. Outline of technology, methodologies, and tools (if available) needed to complete the
The project pitch and analysis should consist of **no more than 20 double-spaced pages in 12-point Arial or Times New Roman font**, excluding part (a) and (e). Students should take the space they need -- no more and no less -- to explain, contextualize, and justify their projects, even if they don't reach the 20-page maximum.

2. **Class Participation & Discussion (40%)**
Attendance and participation in class discussions (as well as thorough preparation by reading materials and previewing projects, software, and tutorials) is mandatory. Generally, the first half of the seminar meeting will cover the specifics of research and projects (including Q&A among students and guest speakers), and the second will be more general critical discussion of the week's topic.

3. **Response Papers (20%)**
Students will write to the week's readings and projects, due the day after class each week. The grade is pass/fail and can be thought of as an additional participation assessment. The papers are not to be final, polished work, but rather an initial reaction and thoughts on the week's topic and issues, and should be no longer than two pages.

**Week 1-2. What is Digital Humanities?**

**Introductions and student perspectives**

**Readings:**

**Videos:**
Week 3. Mapping/GIS

Readings:

Projects to explore:
- Hidenori Watanave projects:
  - http://n.mapping.jp/index_en.html
  - http://1941.mapping.jp/
  - http://en.wasurenai.mapping.jp/
- JapanMap: https://worldmap.harvard.edu/japanmap/
- China Historical GIS: http://maps.cga.harvard.edu/chgis/
- 江戸後期 武蔵・相模国 村名マップ: https://fudoki.midorii.com/ (Japanese only)
- 近代書物流通マップ: https://the-artifacts.firebaseapp.com/ (Japanese only)

Further resources:
- International Journal of Humanities and Arts Computing 11, no. 1
http://www.euppublishing.com/toc/ijhac/11/1

Week 4. Metadata

Readings:

Projects to explore:

Further resources:
- Buckner, Cameron, Mathias Niepert, and Colin Allen. "From Encyclopedia to Ontology:
ASSIGNMENT FOR WEEK 5: Email the professor 30 documents (plain unicode text) in contemporary Chinese, Japanese, or Korean (pick one) from online news site(s). These will be compiled into a sample corpus. All filenames should end in .txt. Feel free to use our subscription databases at Penn for news sources; ask your librarian for a list in your language. See courseware page for detailed explanation and naming conventions.

Week 5. Digital Literary Studies

Readings:

Videos:

Week 6. Network Analysis

Readings:

Videos:
- Cha, Javier. "Intellectual history and computing: modeling and simulating the world of
Projects to explore:

Further resources:
- Gephi tutorial http://www.briansarnacki.com/gephi-tutorial/

Week 7. Corpus building and why it’s hard

Readings:

Reference: Word segmentation tools/software
- Jieba for Chinese https://github.com/fxsjy/jieba

Further Resources:

*** We will use your sample contemporary news corpora from your previous assignment (for Chinese, Japanese, and/or Korean, segmented by the professor) for weeks 8-10 ***

Week 8. Text Analysis basics

Readings:
- Catalinac, Amy. "Quantitative text analysis with Asian languages: some problems and
- Digital Humanities at Berkeley blog. "Ghost in the machine." http://digitalhumanities.berkeley.edu/blog/16/02/29/ghost-machine

Videos:

Tools available:
- Voyant Tools: http://voyant-tools.org
  - Download your own: https://github.com/sgsinclair/VoyantServer
- AntConc: http://www.laurenceanthony.net/software/antconc/
  - Intro videos: https://www.youtube.com/playlist?list=PLiRIDpYmiC0Ta0-Hdvc1D7hG6dmiS_TZj

Further resources:

Week 9. Text Analysis advanced topics:
Text reuse and comparison

Readings:
- Text Tools tutorial. https://dsturgeon.net/texttools/

Projects to explore:
- Text Tools: https://digitalsinology.org/text-tools/
- Viral Texts: http://viraltexts.org
- CText Parallel Passages: https://ctext.org/tools/parallel-passages
Week 10. Text Analysis advanced topics:

**Topic modeling**

**Readings:**
- Allen, Colin, Hongliang Luo, Jaimie Murdock, Jianghuai Pu, Xiaohong Wang, Yanjie Zhai, and Kun Zhao. "Topic Modeling the Hàn diăn Ancient Classics (汉典古籍)." *Journal of Cultural Analytics* (10/12/2017). http://culturalanalytics.org/2017/10/topic-modeling-the-han-dian-ancient-classics-%e6%b1%89%e5%85%b8%e5%8f%a4%e7%b1%8d/

**Tools to explore:**

**Further resources:**
- *Journal of Digital Humanities* 2, no. 1 (Winter 2012) special issue on topic modeling: http://journalofdigitalhumanities.org/2-1/

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Week 11. APIs and how to communicate with a database

**Professor presentation:**
Quick intro to APIs (preview slides before class)

**Readings:**
- "Database: design and modeling" (Wikipedia). https://en.wikipedia.org/wiki/Database#Design_and_modeling (read this part carefully)

**Projects to explore:**
- China Biographical Database: https://projects.iq.harvard.edu/cbdb
- CTP Digital Humanities Tools: http://ctext.org/tools/digital-humanities
- MARKUS: http://dh.chinese-empires.eu/markus/beta (Google Chrome only)
- Hiroshima Cat Street View: http://hiroshima-welcome.jp/kanpai/catstreetview/index_2_off.html
- 近代書物流通マップ: https://the-artifacts.firebaseapp.com/ (Japanese only)

**Further resources:**
- CTP API tutorial: https://digitalsinology.org/classical-chinese-dh-python-ctext-api/
- CTP API documentation: http://ctext.org/tools/api

**Week 12. Crowdsourcing and public engagement**

**Readings:**

**Videos:**
Projects to explore:
- CText: http://ctext.org
- Minna de Honkoku (みんなで翻刻): https://honkoku.org

Week 13. Putting projects and portfolios online
Projects to explore:
- MLA Humanities Commons: https://hcommons.org
- Creative Commons: https://creativecommons.org

To prepare:
Look at sample projects and also brainstorm what you might do. Be prepared to share!
- Wordpress: https://wordpress.com (compare with https://wordpress.org)
- Omeka: https://omeka.org/classic/showcase/
- Scalar: https://scalar.usc.edu/ scalar/
- Mukurtu: http://mukurtu.org
- Knight Lab tools: https://knightlab.northwestern.edu/projects/

Videos:

Week 14. Project presentations
Student lightning talks (5 minutes):
- Final project lightning round
- 5-minute following Q&A each talk
- Get feedback before turning in the final project assignment

Week 15. Wrap up
Readings:
- Adema, Janneke and Gary Hall. "Posthumanities: the dark side of 'the dark side of the
Resources of note:

Penn Libraries Professionals
Molly Des Jardin, Japanese Studies Librarian, Korean Studies Liaison (mollydes@upenn.edu)
Brian Vivier, Chinese Studies Librarian (vivier@pobox.upenn.edu)
Scott Enderle, Digital Humanities Specialist (enderlej@upenn.edu)
Sasha Renninger, Digital Humanities Specialist (sashafr@upenn.edu)
Girmay Misgna, Mapping & Geospatial Data Librarian (gmisgna@upenn.edu)
Laurie Allen, Director for Digital Scholarship (laallen@upenn.edu)
Dot Porter, Curator of Digital Research Services (dorp@upenn.edu)

General DH
http://dhdebates.gc.cuny.edu/ (Debates in the Digital Humanities)
http://culturalanalytics.org/ (Journal of Cultural Analytics)
http://www.digitalhumanities.org/dhq/ (Digital Humanities Quarterly)
http://digitalhumanities.org/answers/ (Digital Humanities Questions & Answers)
http://ach.org/ (The Association for Computers and the Humanities)
http://www.themacrooscope.org/2.0/ (Exploring Big Historical Data: The Historian's Macro scope - book and companion site)
A New Companion to Digital Humanities, ed. Susan Schreibman, Ray Siemens, and John Unsworth. (Reserves)
Lynda.com training videos (https://lynda.upenn.edu)

Asia
Asiascape: Digital Asia journal https://franklin.library.upenn.edu/catalog/
FRANKLIN_9977082724103681
https://vimeo.com/dhasia (DHAsia @ Stanford talk videos)
Shu wei ren wen yan jiu cong shu series (some English content) (https://franklin.library.upenn.edu/catalog?
utf8=%E2%9C%93&search_field=title_search&q=%22Shu+wei+ren+wen+yan+jiu+cong+shu%22)

Japan
http://codh.rois.ac.jp/ (Center for Open Data in the Humanities)
https://www.jadh.org/ (Japanese Association for Digital Humanities)
http://www.dhii.jp/nagasaki/blog/ (Digital Humanities Notes in Japan blog)
https://www.jstage.jst.go.jp/browse/jjadh (Journal of the Japanese Association for Digital Humanities) (appears defunct)
http://21dzk.l.u-tokyo.ac.jp/DHI/ (University of Tokyo Digital Humanities Initiative)
http://guides.library.upenn.edu/japanesetext (research guide on Japanese text analysis resources)
http://guides.library.upenn.edu/japanesedigitalresources (research guide on online resources for
Japanese studies

Shirīzu Nihon bunka dejitaru hyūmanittzu (Japanese content only) (https://franklin.library.upenn.edu/catalog?utf8=%E2%9C%93&search_field=title_search&q=Shiri%CC%84zu+Nihon+bunka+dejitaru+hyu%CC%84maniti%CC%84zu)

Digital humanities JP (Japanese content only) (https://franklin.library.upenn.edu/catalog/FRANKLIN_9963041733503681)

China

https://digitalsinology.org/ (Digital Sinology blog)
http://maps.cga.harvard.edu/chgis/ (China Historical GIS)

Big Data and the Study of Chinese History (Chinese content only) https://mp.weixin.qq.com/s/ALkqC4x_VsgTTIFHJL2ZOw

@digitalsinology on Twitter


http://asbc.iis.sinica.edu.tw/ (Academia Sinica Balanced Corpus of Modern Chinese)

http://lwc.daanvanesch.nl/ (Leiden Weibo Corpus)

Korea

http://guides.library.upenn.edu/koreanstudies