

## ENGLISH 613: DIGITAL HUMANITIES

COURSE SYLLABUS: Spring 2025 • CRN: 21482  
100% Online • Asynchronous



### INSTRUCTOR INFORMATION

**Instructor:** Dr. Gavin P. Johnson (he/him)

**Email:** [gavin.johnson@tamuc.edu](mailto:gavin.johnson@tamuc.edu)

**Office Location:** Talbot 229 or Zoom

**Student Visiting Hours:** Tues., 2–4 pm; Thurs., 1–3 pm

Schedule using <https://tidycal.com/gpj> or scanning the QR code  
*other times available upon request*



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### COURSE INFORMATION

**ENG 613: Digital Humanities** • Hours: 3

A study of theories and methods relating to the use of computational and digital tools to pursue questions of research and teaching in the humanities. The course will explore the ways in which technologies are complex, socially situated, and political tools through which humans act and make meaning. The course may focus on specific disciplinary questions relating to research or pedagogy, or may take an interdisciplinary or transdisciplinary approach. May be repeated for credit when the emphasis changes. General familiarity with the Internet is suggested, but no prior knowledge of digital humanities or programming knowledge is required.

#### ***Instructional Methods***

This section of ENG 613 is 100% online. All course readings and assignments will be posted in D2L. We may have an *optional* meetings via Zoom; however, this course can, in effect, be asynchronous. Multiple modes of engagement are provided to keep participation flexible and accessible for all students.

#### **Access**

Access is the process of designing for all types of bodies, minds, and experiences. This class design strives to be inclusive of all students. I recognize that our classroom is made up of an array of learners and am happy to make any reasonable accommodations ensuring every student has an equitable experience in my class. Please talk to me as soon as you can about

*The syllabus/schedule are tentative and subject to change.*

your individual learning needs and how this course can best accommodate them. If you do not have a documented disability, remember that other support services including the Counseling Center are available to all students. I recognize that disabilities can be visible and invisible, and I am dedicated to ensuring that all students succeed in my course. Please also see the **Resources & Support section** for additional support services.

### ***Instructor's Support for Student Learning Outcomes and Goals***

You and I will work together to establish, interpret, revise, and remix our learning objectives and goals. That is, our goals will need to be flexible as we move through our course. We may struggle to achieve every goal we set, and that is okay! Our initial goals for this course include

- ❑ **Critically engaging various discussions in the scholarship** related to academic research and the field of Digital Humanities (and its collegial fields). Using critical reading and discussion to observe the core histories, theories, and concepts promoted in the field.
- ❑ **Enhancing your critical reading skills** including identifying arguments, methods, and contributions to the scholarly conversation. Using critical reading to find gaps in the conversation where you can contribute with your research.
- ❑ **Understanding the methods and methodologies that inform DH work.**
- ❑ **Developing a theory- and practice-informed orientation as a teacher-researcher**, including considering how your experiences and beliefs inform your thinking and composing.
- ❑ **Expanding your personal digital research and composing toolkit.** Examining your current practices and how different approaches and frameworks may inform your future research.
- ❑ **Presenting original, persuasive ideas** in formal, informal, and multimodal contexts. Using academic writing when appropriate but always striving for clear and thought-provoking composing.
- ❑ **Setting and evaluating your own goals.**

As your instructor, I provide the following resources to aid us in working toward and beyond the initial goals listed above:

- ❑ **Engagement with a wide range of texts** related to our course topics and goals. These texts will provide insight into literacies and communities within and beyond the university. Furthermore, the texts—which may include academic essays, textbook chapters, popular news articles, social media content, video lectures, etc.—will challenge you to (re)consider your understanding of expertise, writing, and research across rhetorical contexts in the digital age.
- ❑ **Insight through discussion** of those texts with your classmates, other scholars, and me. Sharing our expertise is the best way to enrich our knowledges and design practices to sustain ourselves and our communities.

- ❑ **Frameworks for analysis and action** based on rhetorical practices outlined by scholars, teachers, activists, elders, and ancestors. Most prominently, we will engage critical practices for rendering visible dangerous gaps in research and ideologies that are shielded by tradition, bigotry, and institutional bureaucracy.
- ❑ **Responsible and honest feedback** on your work. The most important part of my job is not delivering content – you can look most of this stuff up yourself – but rather guiding your engagement with that content through conversations and assessments. Feedback on your assignments is based on my engagement with your writing as a reader as well as my professional expertise.

## REQUIRED MATERIALS

- ❑ **All readings will be digitally available via D2L.** Many are pulled from the open-access [Debates in the Digital Humanities](#) and related projects, which are available in print if that is your reading preference.
- ❑ **Coded Bias** (2020). Documentary directed by Shalini Kantayya available on Netflix or Prime Video.
- ❑ **Access to DH tools** may require you to create an account on a platform like Codeacademy.com, but I plan only to assign free courses.

### *Additional Required Materials*

- ❑ Access to the our D2L course website (this course is 100% online)
- ❑ Access to Adobe Creative Cloud ([free for ETAMU students](#)).
- ❑ Access to a word processing program
  - *Note: D2L does not work well with Pages.*
  - *Note: [Free access to Microsoft Office 365 for students](#)*
- ❑ Digital storage (e.g., flash drive or cloud storage [iCloud, Google Drive, DropBox, etc.]

## COURSE WORKLOAD

As a student in this graduate class, you should expect to read, think, and write constantly. Weekly, you can expect multiple academic readings (including theory, research studies, etc.) that you will be responsible for discussing through social annotations and course discussions. As the semester progresses, you'll receive feedback on your major projects from your classmates and me, and you'll have the chance to further develop and revise those pieces based on that feedback.

### *Tips for Success in the Course*

An online graduate course is intensive, moves quickly, and requires a lot of self-direction and motivation. If you are new to graduate school and/or online classes, you might struggle with staying on track. There is no shame in the struggle! My best tips:

- ❑ Set a consistent time every day to sit down and focus solely on this class (and put it on your calendar!). Check your email! Check D2L! Establishing a routine will help you stay organized.
- ❑ Begin working on your assignments early and use resources such as the Writing Center, Waters Library, or schedule a meeting with me!

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- If you find yourself struggling, reach out to me! I'm happy to work with you individually to get you caught up and strategize best to reach your learning goals.
- Take breaks to rest, relax, and do the activities that bring you joy. Whether it's taking a walk, drawing, playing a video game, or talking on the phone with a friend, schedule these things into your calendar. They are necessary parts of your success. And if you're ever feeling overwhelmed by this class, please reach out to me!

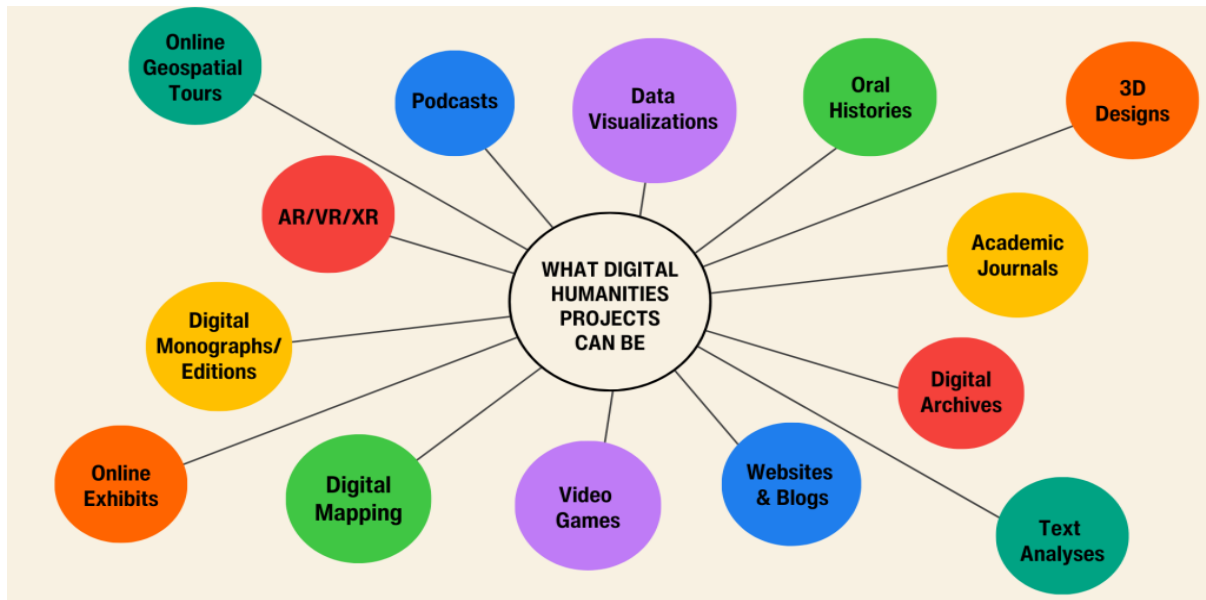


Figure 1 "What DH Projects Can Be?." Image taken from Edinburgh UP article "5 Reasons Why All Graduate Education Should Include the Digital Humanities"

## ASSIGNMENTS

Below are brief descriptions of our assignments for ENG 613. No exams are given; instead, you will demonstrate your content knowledge, critical thinking, and research skills through formal and informal writing, digital projects, and weekly work. Full prompts will be available in D2L.

- *Metacognitive Assignments: These assignments invite you into the assessment process as well as interrogate your learning, writing, and researching processes.*
  - **Assessment Dialogues:** Three opportunities for you to consider your learning processes and set goals for our course. These are dialogues because you will write and revise these in conversation with Me and, when appropriate, your peers. Assessment Dialogue #1 will be due in Week 1, Assessment Dialogue #2 will be due at midterms, and Assessment Dialogue #3 will be due at finals. Each Assessment Dialogue should be 250-500 words, or the multimodal equivalent.
  - **Midterm and Final Meetings:** You will meet with me twice this semester to discuss your progress and learning goals. At midterms (week 8) we will discuss your assessment dialogues #1 & #2 and collaboratively determine your midterm grade. At finals we will discuss your third assessment dialogue as well as your course projects and determine your final grade together. These meetings are meant to be open spaces for us to discuss your learning goals and focus our attention on your writing process.

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- *Critical Reading and Social Annotations: These assignments invite you to read widely across academic disciplines and deeply in DH, to engage with your peers, to practice active reading and annotation, and test your knowledge of standard research compliance.*
  - **Readings & Social Annotations:** Each week you will be responsible for several assigned readings. You should digitally annotate the readings through the social annotation tool Hypothes.is, which is open-access, privacy conscience, and embedded in D2L. You might engage a reading via highlights, annotations, or page notes. For each reading, you should aim for *at least 3* engagements (note: highlighting without a comment remains private). You should return to the course readings and engage with your peers (no minimum amount but I'd like to see engagement across readings and topics).
  - **Weekly Questions & Quotes and Peer Responses:** After completing your weekly annotations, you should post to the corresponding Questions & Quotes discussion board on D2L, which will invite you to submit post-reading questions or quotes for further consideration. These do not need to be polished discussion posts but rather opportunities to ask questions and work out any ideas or confusions. These should be posted by Wednesday at 11:59 pm CST. By Sunday at 11:59 pm CST, you should engage with your peers' Questions & Quotes.
- *Playful Research Assignments: In these major projects, you will play with theory, tools, and pedagogy to expand your understanding of DH as a critical praxis. While your course assessment is holistic, these projects should be understood as "heavier" than other projects and, therefore, you should budget more labor here.*
  - **Tools and Tech Praxis Assignments:** As we will learn, DH is defined by its praxis; that is, it is both theory and practice oriented. Three (3) weeks throughout the course will be dedicated time for you to play with tools and tech that are commonly used in DH scholarship. We will, specifically, experiment with textual analysis and distant reading, data storytelling and visualization, and mapping.
  - **Reviewing DH:** This midterm project has three options, and each option can be completed as either a 1,500 word essay, 5–8 minute video review or podcast, or a genre you propose. You should complete one of the following:
    1. Reviewing a DH Project: For this option, you will identify a born-digital DH project to carefully review in terms of its argument, scope, design, data presentation, etc.
    2. Reviewing a DH Tool: For this option, you will identify a DH tool to carefully review its uses for research and/or teaching.
    3. Reviewing a DH book: For this option, you will identify a DH book (published in the last 4 years) to carefully review in the style of a book review for a scholarly journal.
  - **Critical/Creative Project:** In your final project for this course, you will create an original DH-inspired project related to a topic from our course and/or your own research agenda. This is an open genre project, and you are encouraged to

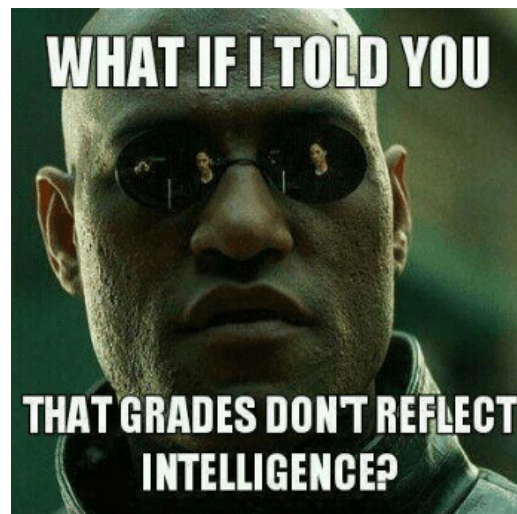
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experiment. There are four parts to this project:

1. Brief Proposal/Abstract: In a paragraph or two, explain the topic, argument, genre, and scope of your project.
2. Critical/Creative Project: The project itself.
3. Brief presentation of the project for peers.
4. Reflection: A brief reflection on your research and composing process.

### ***Grades Feedback & Assessment***

I thoroughly believe that grades are technologies of surveillance and control. I never liked grades, and I have always felt that they limit the learning process, create nasty habits designed to “get the A,” and cause more anxiety than they are worth. However, I also realize that grades are important data points for you – your scholarships, majors, future jobs, and ability to graduate are all tied up in the grades you receive. To balance my distrust of grades with the requirements of the university, we will work on a *feedback and collaborative assessment model*. In this model, **you will not receive individual letter grades on assignments.** Instead, your assignments will receive constructive feedback that you should use to revise, rethink, and remix your work.



To mimic the academic writing and publishing process, in the D2L gradebook, assignments will be marked

- **Full Credit** when the project is fully completed according to the assignment prompt and turned in promptly. Strong effort is evident, and the project is polished.
- **Half Credit** when elements of the project are incomplete or underdeveloped. Some effort is evident but major revisions would be beneficial.
- **No Credit** when a project wasn't completed and/or wasn't turned in.
- **Excused** when a project is incomplete due to uncontrollable circumstances that you have clearly communicated (within reason) to Me.

Weekly Annotations and Questions & Quotes will be marked **Complete/Incomplete** In most cases, these assignments are not revisable or open for late submission.

With that being said, this course is not “gradeless” because I, begrudgingly, have to enter final course grades. These final grades will take into account your work completion, my various responses to your work, and your laboring toward meaningful compositions and engagement. You will outline your own evaluation in Assessment Dialogue #2. Collaboratively we will determine a grade using the (very limiting) East Texas A&M standard grading scheme of A-F. I am committed to your learning and promise that your assignments will receive feedback based on my professional expertise. You are always welcome to meet with me to discuss any feedback on your

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writing and your general progress in this course (though don't expect me to give you a "grade" in lieu of a discussion of your progress).

## **COURSE & UNIVERSITY POLICIES**

### ***Communicating & Meeting with Dr. Johnson***

Communication is a key part of success in this course. I rely on D2L announcements for general information about our course and email for individual communication. I respond to emails within 24 hours Monday-Friday (often sooner).

I want to get to know you outside of our class meetings and your writing. You will have two required meetings with me at midterm and finals, but I highly encourage you to attend student visiting hours as often as you would like. This is time I set aside for you! For Spring 2025, My standing student visiting hours (office hours) are

- Tuesday: 2:00 – 4:00 pm CST (F2F in Talbot 229 or online)
- Thursday: 1:00 – 3:00 pm CST (F2F in Talbot 229 or online)
- Other days & times by request

I request that you schedule an appointment with me so that I am sure to be available and ready to focus on your concerns. Use <https://tidycal.com/gpj>

### ***Crises Response***

We live in a complicated and often overwhelming world. Each of us, over just the last few years, have lived through a global pandemic, political unrest, environmental disasters, and financial disruption. I imagine each of you have also been impacted by personal, familial, and community-based life shaping experiences. Many of us are mentally and physically exhausted. It is a privilege that we can engage each other in intellectual conversations through this course and I have high expectations for the work you will compose. However, I also understand that sometimes school can't come first. Indeed, it is very likely that you (individually) or we (collectively) will need to respond to a crisis during the semester. In my role as your instructor, I will do my best to support your learning and make our course accessible and accommodating. Please review my Access Policy, Tips for Success, and Campus resources for more information on how I can help or schedule a meeting with me.

### ***Learning Coalition***

This classroom is a community of teacher-researchers that, I hope, will form a learning coalition in which we can build and maintain a respectful space to share our thoughts, writing, and research. A coalition is a group of diverse thinkers who come together for with various knowledges and beliefs to accomplish common goals. We won't always agree with one another on every issue, and that is okay. You will probably feel uneasy, uncomfortable, or challenged at some point in this class. In fact, those moments can often lead to greater insight and understanding. However, I will not tolerate racist, sexist, homophobic, ablest, xenophobic, or otherwise intolerant language or behavior in the class meetings, on our D2L course site, in emails, or in your assignments. If I deem your language or behavior as inappropriate, I will give you a verbal warning. If the inappropriate behavior continues you will be asked to leave the course and will be reported for misconduct.

While your continued participation is expected, you are never required to participate in conversations, discussions, or readings that you feel will cause you harm in any form beyond the

expected rigor of the college classroom. Keep self-care your priority and excuse yourself from these spaces—no explanation needed.

### ***Academic Integrity***

I believe it is our shared responsibility to honor others as we build our own knowledges and tell our own stories. One topic we will discuss extensively in this course is the idea of ownership – who owns knowledge? This, of course, is a very complex question that cannot easily be addressed in a policy on a syllabus. So, let me be honest: **I expect your work to be your work.** I want to know YOUR thoughts, YOUR ideas, and what YOU have to say based on the relations you are building through reading, writing, and living. Your work doesn't have to be perfect – it just needs to be from you. If you are struggling with an assignment or believe you may have misused a source, please come talk to me and we will figure it out! Our goal as teachers and researchers is to build knowledge in relational and accountable ways.

If I suspect that a submitted assignment is not your work, I will reach out to you immediately. My first instinct is to help you revise any potentially plagiarized (stolen/appropriated) material. If a pattern of dishonesty becomes apparent, I will move the case forward based on the University procedures listed below.

- [Graduate Student Academic Dishonesty 13.99.99.R0.10: https://inside.tamuc.edu/aboutus/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10.pdf](https://inside.tamuc.edu/aboutus/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10.pdf)

### ***TurnItIn & Similar Tools***

I promise to never use turnitin.com or other proprietary tools like it because these programs make money off your work without compensating you. Here's how it works: A university pays turinit.com for its services with your tuition dollars. Teachers place student papers in the program's "bank," and the program compares that paper with other papers existing in the bank. At that point, the student's paper becomes part of the bank. Therefore, turnitin.com and other tools are making money from this bank full of papers written by uncompensated students. For more information on this issue, see this article from the journal Hybrid Pedagogy: <https://hybridpedagogy.org/resisting-edtech/>.

### ***Using AI***

Any use of generative AI technologies should be meaningful, ethically considered, and properly documented. I suspect that you may experiment with AI technologies. Before doing so, I highly suggest that you carefully consider the ethical and privacy implications of employing any kind of composing or AI-generative technology. You should absolutely never input the intellectual property of others into any AI system without expressed permission; that is, do not input course readings or other materials into AI. I'm happy to discuss further if needed.

- ***University Note on Artificial Intelligence (AI)*** [August 2023 version; edited]. East Texas A&M acknowledges that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that has the capacity to generate text (including images and audio), or suggest replacements for text beyond individual words, as determined by the instructor of the course. Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism). Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructor's guidelines. If no instructions are provided the student should assume that the

use of such software is disallowed. In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

### ***Grievance Procedure***

If you have concerns regarding this course, please first address those concerns with Me to reach a resolution. If you are unsatisfied with the outcome of that conversation or have not been able to meet individually with me, whether in-person, by email, by telephone, or by another communication medium, you should then schedule an appointment with **Dr. Ashanka Kumari (PhD Coordinator)** or **Dr. Charles Woods (MA/MS Coordinator)**. If the issue must be elevated beyond the instructor and your respective program coordinator, then you should contact **Dr. Christian Hempelmann (Chair of the Department)**. Where applicable, consult University Procedure 13.99.99.R0.05 (“Student Appeal of Instructor Evaluation”).

### ***University Policy on Student Conduct & Nondiscrimination Notice***

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the Student Guidebook:

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum:

<https://www.britannica.com/topic/netiquette>

East Texas A&M will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

- **Texas Senate Bill 17** (<https://capitol.texas.gov/tlodocs/88R/billtext/pdf/SB00017F.pdf>), the recent law that outlaws diversity, equity, and inclusion programs at public colleges and universities in Texas, does not in any way affect content, instruction or discussion in a course at public colleges and universities in Texas. Expectations and academic freedom for teaching and class discussion have not been altered post-SB 17, and students should not feel the need to censor their speech pertaining to topics including race and racism, structural inequality, LGBTQ+ issues, or diversity, equity, and inclusion. SB 17 has additional exceptions protecting academic freedom in scholarly research, creative works, and other activities.

### ***Collection of Data for Measuring Institutional Effectiveness***

To measure the level of compliance with the university’s Institutional Effectiveness guidelines, throughout the semester, I will collect some of the ungraded texts you produce. The texts will be part of a portfolio created on your behalf and will be measured to ensure that our program “promotes practices that result in higher student academic achievement; an enhanced student experience; aligned and transparent decisions; and readily available information for improvement,

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accountability, and accreditation” (see “Department of Institutional Effectiveness,” <http://www.tamuc.edu/aboutus/institutionalEffectiveness/default.aspx>). This is solely an assessment of program effectiveness and in no way affects students’ course grades or GPAs.

### ***Campus Concealed Carry Statement***

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in East Texas A&M buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and East Texas A&M Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all East Texas A&M campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

## **RESOURCES & SUPPORT**

### ***Writing Center***

The Writing Center offers writers free, one-on-one assistance. We welcome all writers, majors, and disciplines—undergraduate and graduate students alike. In fact, we work from the premise that all writers, no matter their ability level, benefit from the feedback of knowledgeable readers. The Writing Center staff is trained to provide writers with just this service. In short, we are here to help you help yourself. The Writing Center offers one-on-one sessions with writers—both face-to-face and online—begin on the hour and last up to 45 minutes. You cannot sign up for back-to-back appointments, but you may sign up for as many appointments as you’d like each day and week. For more information, visit <https://www.tamuc.edu/writing-center>

### ***Students with Disabilities—ADA Statement***

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

### ***Office of Student Disability Resources and Services***

East Texas A&M

Waters Library- Room 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: [studentdisabilityservices@tamuc.edu](mailto:studentdisabilityservices@tamuc.edu)

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

**Mental Health Support**

The Counseling Center at East Texas A&M, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit [www.tamuc.edu/counsel](http://www.tamuc.edu/counsel)

**Accessing the Course Website**

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu).

**LMS Technical Support**

All course sections offered by East Texas A&M have a corresponding course shell in the myLeo Online Learning Management System (LMS). If you are having technical difficulty with any part of Brightspace, you can contact Brightspace Technical Support at 1-877-325-7778. <https://community.brightspace.com/support/s/contactsupport>

**SYLLABUS ACKNOWLEDGEMENT**

Like all writing and knowledge making, this syllabus is composed of constellated knowledges, spaces, histories, affects, and bodies. Elements of this syllabus have been built, borrowed, and remixed with/from my friends and colleagues. I recognize and honor their efforts and the things they have taught me through our shared intellectual relations.

**Syllabus Change Policy**

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the modification of the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

## COURSE OVERVIEW

Spring 2025 (January 13–May 2; Finals: May 3–9)

This overview lists the dates and topics for our class. **For the most up-to-date information, refer to our D2L course site.**

WEEK	DATES	TOPIC
1	January 13–17	Course Introduction: Establishing DH
2	January 20–24	Historicizing DH
3	January 27–31	Disciplining DH (in English Studies)
4	February 3–7	Tools and Tech Praxis #1: Distant Reading
5	February 10–14	Decolonizing DH
6	February 17–21	Disabling/Crippling DH
7	February 24–28	Queering DH
8	March 3–7	Racing DH
9	March 10–14	SPRING BREAK 🌻🌴🕶️
10	March 17–21	Tools and Tech Praxis #2: Data Visualization
11	March 24–28	Surveilling DH
12	March 31–April 4	Sustaining DH
13	April 7–11	Tools and Tech Praxis #3: Mapping
14	April 14–18	Gaming DH
15	April 21–25	Teaching DH
16	April 28–May 2	Wrapping DH
Finals	May 5–9	Critical/Creative Projects



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