

MSU DH865/HST812

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Course Details

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Contacts

- Instructors:
 - Julian Chambliss | C705 Wells Hall | chambl91@msu.edu
 - Sharon Leon | 342 Old Horticulture | leonshar@msu.edu
- Meeting place: 217 Berkey Hall
- Humanities Commons: Group and site

Course Description:

Broadly defined digital humanities involve the intersection of digital technology and humanities practice. This course examines the major issues that frame contemporary concerns about the intersection of digital methodology and humanities practice. Beyond the what, we want to consider the why of digital humanities in scholarly practice. How can we use the power of digital tools to enhance our humane pursuits? What are the benefits of a digital methodology within a scholarly project? What audiences do we seek to engage with when we engage with digital practice? How does the public humanities practice grounded in digital humanities differ from public scholarship in previous generations?

In the course of the semester, together we will experiment with a full range of digital methods and tools, always emphasizing the relationship between these methods and the scholarly questions that are central to our work. Not all of these experiments will go flawlessly, so a willingness to be uncomfortable is essential. One of the core goals of this course is for us to learn how to make mistakes with these approaches and then learn to recover and keep trying new things. Not every approach will be appropriate for your research agenda, but you will come away from the semester with an awareness of the array of possibilities and some sense of the those that will be important for you.

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Major Assignments

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At a minimum, each enrolled student is expect to read the assigned readings prior to class, to attending all class meetings, and to actively participating in all class discussions. In addition, students will complete the following major assignments:

Digital Self: Create a Digital Presence

- 10 process posts over the course of the semester (4 points each = 40 points) Due Saturday by midnight of the week assigned.
- Reflective essay about process at the end: May 8 (10 points)

Digital Review

- Class draft: January 16 (5 points)
- HASTAC revision: April 10 (5 points)

ODH Project Proposal with prototype

- Proposal abstract: March 13 (10 points)
- Proposal and prototype: May 8 (30 points)

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Schedule

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**** Please bring a laptop to each course meeting**

January 9: Intro and Set up

- Susan Hockey, “[The History of Humanities Computing](#)” in *A Companion to Digital Humanities* (2004). [MSU Library Access](#).
- Sharon Leon, “Returning Women to the History of Digital History,” *Bracket* (May 30, 2017) <https://www.6floors.org/bracket/2016/03/07/returning-women-to-the-history-of-digital-history/>
- Melih Bilgil, [History of the Internet](#) (2009) (video – 8:10)
- Miriam Posner, Stewart Varner & Brian Coxall, “[Creating Your Web Presence](#),” *Chronicle of Higher Education* (2/14/11)
- Lauren Tilton et al., “Introduction: American Quarterly in the Digital Sphere,” *American Quarterly* 70, no. 3 (September 29, 2018): 361–70, <https://doi.org/10.1353/aq.2018.0026>.

Activities:

- Sign up for web hosting with [Reclaim Hosting](#) (\$30 for a single domain name).
- [One-click install of WordPress](#).
- Configure and customize your blog. (Review the [WordPress Documentation](#).)
- [Explore File management with the C-Panel](#).
- Sign up for [Twitter](#). Use #DHMSU to back channel about the course.
- Install [Zotero](#). (Review the [Documentation](#).)
- Set-up [Zotero syncing](#).
- Install [Tropy](#).
- Introduce yourself on your blog – first post.

January 16: [Why Digital?](#)

- William Thomas, “[Writing A Digital History Journal Article from Scratch: An Account](#)” (2007)
- Edward Ayers, “[Does Digital Scholarship Have a Future?](#)” *Educause Review* (August 5, 2013)
- “Digital History & Argument White Paper – Roy Rosenzweig Center for History and New Media.” Accessed December 21, 2018. <https://rrchnm.org/argument-white-paper/>.

- Miriam Posner, “How did they Make that?” <http://miriamposner.com/blog/how-did-they-make-that/>
- AHA Digital Scholarship Evaluation Guidelines <https://www.historians.org/teaching-and-learning/digital-history-resources/evaluation-of-digital-scholarship-in-history/guidelines-for-the-professional-evaluation-of-digital-scholarship-by-historians>
- MLA Digital Scholarship Review Guidelines <https://www.mla.org/About-Us/Governance/Committees/Committee-Listings/Professional-Issues/Committee-on-Information-Technology/Guidelines-for-Evaluating-Work-in-Digital-Humanities-and-Digital-Media>
- JAH Digital History Project Review Guidelines: <http://jah.oah.org/submit/digital-history-reviews/>

Activities:

- **Draft a review rubric:** What should scholars consider when they review digital work?
- Review and summarize the existing digital materials related to your work (Compile a list of key resources; post to your blog.)
- Write a blog post that includes a review of a digital project, provides your rubric, and reflects on the materials and activities for the week. [Revise for HASTAC]

January 23: Structured and Unstructured Digital Data Work

- Catherine D’Ignazio, and Lauren Klein, *Data Feminism* (MIT Press, 2018): <https://bookbook.pubpub.org/data-feminism>
- Theimer, Kate. “Archives in Context and as Context.” *Journal of Digital Humanities*, Vol 1 No 2, Spring 2012. <http://journalofdigitalhumanities.org/1-2/archives-in-context-and-as-context-by-kate-theimer/>
- Trevor Owens, “Defining Data for Humanists: Text, Artifact, Information or Evidence?,” *Journal of Digital Humanities* 1, no. 1 (March 16, 2012), <http://journalofdigitalhumanities.org/1-1/defining-data-for-humanists-by-trevor-owens/>
- Posner, Miriam. “Humanities Data: A Necessary Contradiction.” *Miriam Posner’s Blog*, June 25, 2015. <http://miriamposner.com/blog/humanities-data-a-necessary-contradiction/>
- Simon Tanner, “Deciding whether Optical Character Recognition is feasible” (2004)
- Ian Milligan, “Illusionary Order: Online Databases, Optical Character Recognition, and Canadian History, 1997–2010,” *Canadian Historical Review* 94, 4, December 2013, pp. 540-569 (focus on 558-569)
- Santa Barbara Statement on Collections as Data. <https://collectionsasdata.github.io/statement/>
- “Recommended Format Specifications,” Library of Congress.
- JISC Digital Media, “infokit: Metadata” [Deprecated; Sorry. Try Anne Gilliland’s chapter “Setting the Stage” in *Introduction to Metadata*, Third Edition, edited by Murtha Baca (Los Angeles, CA: Getty Research Institute, 2016).]

Activities:

- Unstructured and Structured Data: Compare [Chronicling America](#) transcriptions to those from [Documenting the American South](#) (HTML and TEI)
- Structured Data: Metadata and Rectangular Data
 - Dublin Core Metadata: [DPLA](#)
 - Received Structured Collections Data: Cooper Hewitt Smithsonian Design Museum [Collections Data](#). ([Sample object data](#).)
 - Derived Structured Data: [Jesuit Plantation Project Transaction Data](#)
- Creating and Cleaning Data
 - Principles of Tidy Data [Wickham, Hadley. “Tidy Data.” *Journal of Statistical Software* 59, no. 10 (August 2014). <http://www.jstatsoft.org/v59/i10/paper.p.4>]:
 1. Each variable forms a column.
 2. Each observation forms a row.
 3. Each type of observational unit forms a table.
 - Groot, Len De. “Intro to Cleaning Data.” *Knight Digital Media Center*, 2014. <http://multimedia.journalism.berkeley.edu/tutorials/cleaning-data/>
 - McMichael, A. L. “Intro to Data Cleaning and Visualization Tools Handout.” *GC Digital Fellows*, March 17, 2014. <http://digitalfellows.commons.gc.cuny.edu/2014/03/17/intro-to-data-cleaning-and-viz-handout/>
 - Open Refine: Seth van Hooland, Ruben Verborgh, and Max De Wilde, “Cleaning Data with Open Refine,” *The Programming Historian*, 2013-08-05, <https://programminghistorian.org/en/lessons/cleaning-data-with-openrefine>.

Some Sample Data Sets and Appliances:

- Alan Lui’s [Data Collections and Data Sets](#)
- [Penn Museum of Archaeology and Anthropology Collections Data](#)
- [Google Books Data Set](#) (For use on campus. Created by Devin Higgins at MSU Libraries.)
- [Text Assembler](#) (Data sets from contemporary news via lexus nexus. Also from MSU Libraries — Devin Higgins, Megan Kudzia, and Thomas Padilla.)

Homework:

- Write a reflective post on historical data and your digital work.

January 30: Audience and Engagement (Julian away)

- Moravec, Michelle. “Feminist Research Practices and Digital Archives.” *Australian Feminist Studies* 32, no. 91–92 (April 3, 2017): 186–201. <https://doi.org/10.1080/08164649.2017.1357006>.
- Kim Christen, [A Community of Relations: Mukurtu Hubs and Spokes](#).” co-authored with Alex Merrill and Michael Wynne, *D-Lib Magazine*, vol (23), number 5/6, May/June 2017.
- Kim Christen, [Tribal Archives, Traditional Knowledge, and Local Contexts: Why the “s” Matters](#). *Journal of Western Archives*. 2015, Vol. 6, Issue. 1, Article 3.
- Local Contexts, [Traditional Knowledge Labels](#), <http://localcontexts.org/>
- Bill Adair, Benjamin Filene, and Laura Koloski, eds., *Letting Go?: Sharing Historical*

Authority in a User-Generated World (Philadelphia: The Pew Center for Arts & Heritage, 2011). [View PDF](#)

- Mia Ridge, “Digital Participation, Engagement and Crowdsourcing in Museums,” *London Museums Group*, August 15, 2013.
- Tim Causer and Valarie Wallace, “Building a Volunteer Community; Results and Findings from *Transcribe Bentham*,” *Digital Humanities Quarterly* 6:2 (2012).
- Shlomo Goltz, “A Closer Look At Personas: What They Are And How They Work (Part 1),” *Smashing Magazine*, August 6, 2014.
- Shlomo Goltz, “A Closer Look At Personas: A Guide To Developing The Right Ones (Part 2),” *Smashing Magazine*, August 13, 2014.

Activities:

- Survey of sample projects for audience and engagement and intention.
 - [Spokane Historical](#)
 - [Preserving the Baltimore Uprising](#)
 - [Great World Texts](#)
 - [The Price of Freedom](#)
 - [Last Seen](#)
- Play Engage!

Homework:

- Create a set (3-4) of draft personas for your digital humanities project. Post them to your blog.
- Write a blog post about how your plans for engaging your users and tailoring your work to their needs, capacities, and interests.

Feb 6: Spatial and Temporal Visualization

- Richard White, “[What Is Spatial History?](#),” The Spatial History Project, February 1, 2010.
- Pamela Fletcher and Anne Helmreich, “[Local/Global: Mapping Nineteenth-Century London’s Art Market](#),” *Nineteenth-Century Art Worldwide* 11: no. 3 (Autumn 2012).
- Tim Hitchcock, “[Place and the Politics of the Past](#)” (2012)
- Cameron Blevins, “[Space, Nation, and the Triumph of Region: A View of the World from Houston](#)” *Journal of American History* (June 2014) and the [web companion](#).
- Basic Mapping for the Digital Humanities <https://sandbox.idre.ucla.edu/sandbox/basics-of-mapping-for-the-digital-humanities>

Activities:

- Create a [StoryMap](#).
- Create a timeline using [TimelineJS](#)
- Select a map relevant to you from the Rumsey Map Collection. Georectify it using the built in [Georeferencer](#) or [Mapwarper](#).
- [IPUMS NHGIS](#)

- Tableau: <https://www.tableau.com/> (Sign-up for a free trail, download, and install the software. You can then apply for an [educational license](#). Then, you can publish your work through [Tableau Public.](#)) | [Tableau Desktop Support](#)
- Mapbox: <https://www.mapbox.com/>
- Kepler: <https://kepler.gl/> | [LEADR Kepler Tutorial](#)
- [Sample georeferenced point data \(csv\)](#)

Homework:

- Try several of these approaches with your materials/data related to your work. Write a blog post that reflects on your geospatial and temporal visualizations. Embed or link to your work product in your post.

Feb 13: Digital Projects: Notes from the Field

- **Dr. Hillary Green, University of Alabama**
 - Dr. Green discusses her *The Hallowed Grounds: Race, Slavery, and Memory* project. Created by her using archival sources at her university, the project highlights visualizations, transcriptions, primary sources, and other materials for understanding the history of slavery at the University of Alabama and its legacy. It is designed to provide individuals who have completed one of the Hallowed Ground alternate campus tours with expanded opportunities for exploration. It is for current students, alumni and staff who want to deepen their understanding on this underappreciated campus history as well as educators who want to enrich their courses.

Feb 20: Visualization and Networks

- John Theibault, “[Visualizations and Historical Arguments](#),” in *Writing History in the Digital Age*, ed. Jack Dougherty and Kristen Nawrotzki, 2013.
- Johanna Drucker, “[Humanities Approaches to Graphical Display](#),” *Digital Humanities Quarterly* 5, no. 1 (2011).
- Ben Schmidt, *Creating Data*, <http://creatingdata.us/> (2018)
- Michelle Moravec, “Network Analysis and Feminist Artists,” *Artl@s Bulletin* 6:3 (2017), <https://docs.lib.purdue.edu/cgi/viewcontent.cgi?article=1124&context=artlas>
- Gibbs, Frederick W. “New Forms of History: Critiquing Data and Its Representations.” *The American Historian*, 2016. <http://tah.oah.org/february-2016/new-forms-of-history-critiquing-data-and-its-representations/>.
- Shawn Graham, Ian Milligan, and Scott Weingart, “Principles of Information Visualization,” “Network Analysis,” and “Networks in Practice,” in *Exploring Big Historical Data: The Historian’s Macroscope* (Imperial College Press, 2013).
- Exploring Big Data (Companion Site to *The Historian’s Macroscope*) <http://www.themacroscope.org/2.0/>
- Sarnacki, Brian. “[The Complete noob’s Guide to Gephi](#)”

Activities:

- Visualization Periodic Table – http://www.visual-literacy.org/periodic_table/periodic_table.html
- Critique a visualization from
 - Rebecca Onion’s Slate Roundup
 - [2016](#)
 - Slate 2015
 - [Part 1](#)
 - [Part 2](#)
 - Slate 2014
 - [Part 1](#)
 - [Part 2](#)
 - Palladio: <http://hdlab.stanford.edu/palladio/>
 - Breve: <http://hdlab.stanford.edu/breve/>
 - Flourish: <https://flourish.studio/>
 - Write a reflective blog post about DH visualization

Feb 27: Text Mining

- Robert Nelson, “Mining the Dispatch: Introduction”
- Lisa Rhody, “The Story of Stop Words,” <http://www.lisarhody.com/the-story-of-stopwords/>
- Underwood, Ted. “Where to Start with Text Mining.” *The Stone and the Shell*, August 14, 2012.
- Megan R. Brett, “Topic Modeling: A Basic Introduction,” *Journal of Digital Humanities* 2, no. 1 (Winter 2012).
- Ben Schmidt and Mitch Fraas, “Mapping the State of the Union,” *The Atlantic* (January 18, 2015): <https://www.theatlantic.com/politics/archive/2015/01/mapping-the-state-of-the-union/384576/>
- [HathiTrust Bookworm](#)

Activities:

- Gather a set of plain-text documents (at least 10). Use [Voyant Tools](#) or [Voyant Server](#) to explore the corpus. Try some of the visualization options. (Consult the [Voyant Documentation](#).) (The Documenting the American South: North American Slave Narratives: <https://docsouth.unc.edu/neh/>.)
- [MALLET: GUI and Introduction](#)
- [Named Entity Recognition](#)
- [Part of Speech Tagger](#)
- Write a reflective blog post about text mining.

March 6 (Spring Break)

By March 13: Submit an Abstract for your ODH Digital Advancement Grant Proposal (Level 1) and prototype | Proposal Guidelines: <https://www.neh.gov/sites/default/files/inline-files/digital-humanities-advancement-grants-Jan-15-2019.pdf>

March 13: Teaching and Learning

- Mark Sample, “Building and Sharing When You’re Supposed to Teaching,” sample reality
- Scholz, R. Trevor, ed. *Learning Through Digital Media*. Digital Edition. Institute for the Future of the Book; NYU Libraries, 2011. <https://archive.org/details/LearningThroughDigitalMedia>
- L. Sprichiger and J. Jacobson, “Telling an Old Story in a New Way: Raid on Deerfield: The Many Stories of 1704,” (Museums and the Web Proceedings, 2005).
- Michael Coventry, et. al., “Ways of Seeing: Evidence and Learning in the History Classroom,” *Journal of American History* 92:4(March, 2006)
- Accessible U <https://accessibility.umn.edu>
- MSU Web accessibility <https://webaccess.msu.edu>
- HASTAC: Teaching & Learning Practices: <https://www.hastac.org/explore/teaching-learning-practices>
- “#Charlestonsyllabus.” Accessed November 20, 2016. <http://www.aaihs.org/resources/charlestonsyllabus/>.
- “Ferguson Syllabus.” *Sociologists for Justice* (blog), August 21, 2014. <https://sociologistsforjustice.org/ferguson-syllabus/>.
- “Prison Abolition Syllabus.” Accessed November 20, 2016. <http://www.aaihs.org/prison-abolition-syllabus/>.
- “#StandingRockSyllabus.” *NYC Stands with Standing Rock* (blog), October 11, 2016. <https://nycstandswithstandingrock.wordpress.com/standingrocksyllabus/>.
- “Trump Syllabus 2.0.” Public Books. Accessed November 20, 2016. <http://www.publicbooks.org/feature/trump-syllabus-20>.

Activities

- Develop a digitally inflected teaching exercise related to your work, or a course you might be likely to teach.
- Develop and write a justification for a #hashtag syllabus that would have public relevance and could be collaboratively generated by scholars in your field.
- Write a reflective blog post about DH teaching and learning

March 20: Podcasting

- Alegi, Peter. “Podcasting the Past: Africa Past and Present and (South) African History in the Digital Age.” *South African Historical Journal* 64, no. 2 (June 1, 2012): 206–20. <https://doi.org/10.1080/02582473.2011.640344>.
- Berry, Richard. “A Golden Age of Podcasting? Evaluating Serial in the Context of Podcast Histories.” *Journal of Radio & Audio Media* 22, no. 2 (July 3, 2015): 170–78. <https://doi.org/10.1080/19376529.2015.1083363>.
- Richardson, Sean. “How To Set Up An Academic Podcast.” Sean Richardson, November 14, 2018. <https://richardsonphd.wordpress.com/2018/11/14/how-to-set-up-an-academic-podcast/> .
- Transom
 - [Basic Podcasting Gear](#)

Activities:

- Editing Audio
 - Download Audacity (<https://www.audacityteam.org/download/>)
 - [Audacity Tutorial](#)
 - Alternative Tool: Twisted Wave (<https://twistedwave.com/>)
 - [TW Tutorial](#)
- In-Class Interview with Colleague about Research
 - Pre-Interview
 - Create Interview Questions
 - Interview Colleague (5 mins)
 - Edit Interview
 - Post Interview

March 27: Open Access (Sharon away)

- Peter Suber, “[Open Access Overview](#)”
- Humanities Commons CORE: <https://hcommons.org/core/>
- “ERC Scientific Council joins new effort to push for full open access” *European Research Council*: <https://erc.europa.eu/news/erc-supports-full-open-access>

Activities:

- Look up the journals in your field in Sherpa/Romeo: <http://www.sherpa.ac.uk/romeo/index.php>
- Write a reflective blog post about Open Access

April 3: Scholarly Communications Landscape

- “[AHA Statement on Policies Regarding the Embargoing of Completed History PhD Dissertations](#),” *American Historical Association*.
- [Q&A on the AHA’s Statement on Embargoing of History Dissertations \(July 24, 2013\)](#)
- William Cronon, “[Why Put at Risk the Publishing Options of Our Most Vulnerable Colleagues?](#)” (July 26, 2013)
- Rebecca Shrum, “[Embargoing Digital Dissertations: A Round-up of the Discussion so Far | Public History Commons](#).” Read a few of the linked blog posts.
- Fitzpatrick, Kathleen. “[Giving It Away: Sharing and the Future of Scholarly Communication](#).” *Journal of Scholarly Publishing* 43, no. 4 (June 27, 2012): 347–62. <http://dx.doi.org/10.3138/jsp.43.4.347>.
- HumMetricsHSS: <http://humetricshss.org/about/>
- *Black Perspectives (AAIHS)*: <https://www.aaihs.org/black-perspectives/>
- USIH Blog: <https://s-usih.org/blog/>
- Age of Revolutions: <https://ageofrevolutions.com/>
- Nursing Clio: <https://nursingclio.org/>
- The Junta Blog: <https://earlyamericanists.com/>

Activities:

- Write a blog post about the DH scholarly communications landscape and your place in it

April 10: Project Work

- HASTAC Review revision due

April 17: Project Work

April 24: DH@MSU proposal presentation (lightning round: 7 minutes)

May 8: Final Project Revision and 1,200-1,500 word Reflection Due

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Policies

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University Policies

ACADEMIC HONESTY

Article 2.3.3 of the [Academic Freedom Report](#) states that “The student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards.” In addition, the History adheres to the policies on academic honesty as specified in General Student Regulations 1.0, Protection of Scholarship and Grades; the all-University Policy on Integrity of Scholarship and Grades; and Ordinance 17.00, Examinations. (See [Spartan Life: Student Handbook and Resource Guide](#) and/or the MSU Web site: www.msu.edu.)

Therefore, unless authorized by your instructor, you are expected to complete all course assignments, including homework, lab work, quizzes, tests and exams, without assistance from any source. You are expected to develop original work for this course; therefore, you may not submit course work you completed for another course to satisfy the requirements for this course. Also, you are not authorized to use the www.allmsu.com Web site to complete any course work in this course. Students who violate MSU academic integrity rules may receive a penalty grade, including a failing grade on the assignment or in the course. Contact your instructor if you are unsure about the appropriateness of your course work. (See also the [Academic Integrity](#) webpage.)

LIMITS TO CONFIDENTIALITY

Essays, journals, and other materials submitted for this class are generally considered confidential pursuant to the University’s student record policies. However, students should be aware that University employees, including instructors, may not be able to maintain confidentiality when it conflicts with their responsibility to report certain issues to protect the health and safety of MSU community members and others. As the instructors, we must report the following information to other University offices (including the Department of Police and Public Safety) if you share it with either of us:

–Suspected child abuse/neglect, even if this maltreatment happened when you were a child,

–Allegations of sexual assault or sexual harassment when they involve MSU students, faculty, or staff, and

–Credible threats of harm to oneself or to others.

These reports may trigger contact from a campus official who will want to talk with you about the incident that you have shared. In almost all cases, it will be your decision whether you wish to speak with that individual. If you would like to talk about these events in a more confidential setting you are encouraged to make an appointment with the [MSU Counseling Center](#).

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

(from the Resource Center for Persons with Disabilities (RCPD): Michigan State University is committed to providing equal opportunity for participation in all programs, services and activities. Requests for accommodations by persons with disabilities may be made by contacting the Resource Center for Persons with Disabilities at 517-884-RCPD or on the web at rcpd.msu.edu. Once your eligibility for an accommodation has been determined, you will be issued a Verified Individual Services Accommodation (“VISA”) form. Please present this form to me at the start of the term and/or two weeks prior to the accommodation date (test, project, etc.). Requests received after this date may not be honored.

DROPS AND ADDS

The last day to add this course is the end of the first week of classes. The last day to drop this course with a 100 percent refund and no grade reported can be found on the [Academic Calendar](#). The last day to drop this course with no refund and no grade reported found on the [Academic Calendar](#). You should immediately make a copy of your amended schedule to verify you have added or dropped this course.

Commercialized Lecture Notes

The Code of Teaching Responsibility requires that students receive the written consent of the instructor to sell or otherwise commercialize class notes and materials. Specifically, the Code of Teaching Responsibility states, “Instructors may allow commercialization by including permission in the course syllabus or other written statement distributed to all students in the class.”

Internet

Some professional journals will not consider a submission for publication if the article has appeared on the Internet. Please notify your instructor in writing if you do not want your course papers posted to the course Web site.

Disruptive Behavior

Article 2.III.B.4 of the Student Rights and Responsibilities (SRR) for students at Michigan State University states: “The student’s behavior in the classroom shall be conducive to the teaching and learning process for all concerned.” Article 2.III.B.10 of the SRR states that “The student and the faculty share the responsibility for maintaining professional relationships based on mutual trust and civility.” General Student Regulation 5.02 states:

“No student shall . . . interfere with the functions and services of the University (for example, but not limited to, classes . . .) such that the function or service is obstructed or disrupted. Students whose conduct adversely affects the learning environment in this classroom may be subject to disciplinary action.

Attendance

Students whose names do not appear on the official class list for this course may not attend this class. Students who fail to attend the first four class sessions or class by the fifth day of the semester, whichever occurs first, may be dropped from the course.

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