
Term Information

Effective Term Spring 2023

General Information

Course Bulletin Listing/Subject Area Slavic Languages & Literatures
Fiscal Unit/Academic Org Slavic/East European Eurasian - D0593
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 4530
Course Title Hacking Slavic Literatures: Literary Analysis in the Digital Age
Transcript Abbreviation Hacking Slavic Lit
Course Description In this course we explore literary texts in their digital environments and look at the various ways in which we can virtually access, store, circulate, and read books. We work with large collections of famous texts (or: text corpora), digital archives, and collections of bibliographical data (also referred to as metadata) to analyze how themes and styles evolve over time.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 12 Week, 7 Week, 4 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites Russian 2250 or an equivalent introductory-level course in literary studies.
Exclusions
Electronically Enforced No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 16.0400
Subsidy Level Baccalaureate Course
Intended Rank Junior, Senior

Requirement/Elective Designation

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Students should be able to understand, apply, and critique a variety of approaches to the study of literature in Slavic languages and in English translation, such as close and distant reading.
- Students should be able to critically reflect on the usefulness of computational methods for the study of literature and the uses and ethics of data-driven research in cultural studies at large.

Content Topic List

- Texts as Data
- Libraries as Metadata
- Data Visualization

Sought Concurrence

Yes

Attachments

- Slavic 4530 Syllabus.docx
(Syllabus. Owner: Peterson,Derek)
- English Concurrence.pdf: English Concurrence
(Concurrence. Owner: Peterson,Derek)
- Statistics Concurrence.pdf: Statistics Concurrence
(Concurrence. Owner: Peterson,Derek)
- Design Concurrence.pdf: Design Concurrence
(Concurrence. Owner: Peterson,Derek)
- Curriculum Maps Russian Major - December 10 2021.docx: Curriculum Map
(Other Supporting Documentation. Owner: Peterson,Derek)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Peterson,Derek	01/04/2022 10:00 AM	Submitted for Approval
Approved	Peterson,Derek	01/04/2022 10:00 AM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	01/06/2022 05:39 PM	College Approval
Pending Approval	Cody,Emily Kathryn Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	01/06/2022 05:39 PM	ASCCAO Approval

SYLLABUS

SLAVIC 4530

Hacking Slavic Literatures: Literary Analysis in the Digital Age

Autumn 2022 (full term)
3 credit hours/lecture

COURSE OVERVIEW

Instructor

Instructor: Dr. Philip Gleissner, Assistant Professor of Slavic and East European Languages and Cultures

Email address: gleissner.4@osu.edu

Office: 361 Hagerty Hall

Office hours (in person or Zoom): Tu 2:00-3:00, Th 12:00-1:00; sign up online

Prerequisites

Russian 2250 or an equivalent introductory-level course in literary studies.

Course description

Computational methods have opened new paths to the study of literature, commonly subsumed under the term distant reading. But what does it mean in practice to use your computer to analyze literature? In this course we explore literary texts in their digital environments and look at the various ways in which we can virtually access, store, circulate, and read books. We work with large collections of famous texts (or: text corpora), digital archives, and collections of bibliographical data (also referred to as metadata) to analyze how themes and styles evolve over time and how networks of authors and publications emerge. The material we study will be predominantly from Russian and Slavic literatures: from the famous novels of the 19th century (think: Tolstoy, Dostoevsky, Sienkiewicz) to literary journals of the

Stalinist 1930s and the Cold War. You do not need to know a Slavic language, since we will be working with original texts as well as translations. Moreover, if you are interested in other languages, you can design your datasets, according to your own research interests. The only limitation, determined by our software, is that the data needs to use the Latin or Cyrillic alphabets.

You will get to know software tools for network analysis and data visualization and learn to use the programming language R. We will also apply a critical lens to these methods. What are the limits of distant reading and computational methods, compared to the kinds of close reading and interpretation that we have been practicing for centuries? What are the politics and the ethical challenges that data-driven approaches to culture introduce?

You do not need to be a programmer to succeed at this course, but you will develop skills in data analysis and data visualization to present your research findings to a broad audience. A significant part of this class will be the development of your individual research projects that are based on your own interests and language skills. The class is open to students at all levels but foundational knowledge of your respective literatures and cultures will make it easier for you to develop ideas for your own projects.

Course learning outcomes

By the end of this course, students should successfully be able to:

- understand, apply, and critique a variety of approaches to the study of literature in Slavic languages and in English translation, such as close and distant reading.
- apply a variety of digital tools to the study of texts and their metadata, including social network analysis, topic modeling, and stylometric analysis in R.
- present findings and make arguments about literature through data visualization and critically evaluate digital visual interfaces and the ways they convey ideas.
- develop their own small research project, which includes collecting data, conceptualizing research questions, and presenting your findings both through writing and data visualization.
- critically reflect on the usefulness of computational methods for the study of literature and the uses and ethics of data-driven research in cultural studies at large.

HOW THIS COURSE WORKS

Mode of delivery: This course is taught in person. We meet twice a week, and our meetings are divided between discussions of theoretical texts and hands-on explorations in computational methods for the study of literature that are referred to in this syllabus as “practica.”

Credit hours and work expectations: This is a **3-credit-hour course**. According to Ohio State policy (go.osu.edu/credithours), students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example).

Attendance and participation requirements:

- **Preparation: AT THE VERY BEGINNING OF EACH WEEK**

Make sure to review the weekly goals on the respective Carmen page. These pages guide you through the readings, which are often complex. At times, you also need to install software and download datasets ahead of time. Do this as early as possible to leave yourself time for troubleshooting with tech support or your instructor.

- **Class meetings: TWICE WEEKLY**

In our first seminar session of the week, we discuss theoretical foundations. Our second seminar session is most commonly dedicated to hands-on explorations of computational methods for the study of literature. I expect you to actively participate in both: be prepared to comment on readings, ask questions, help your classmates, and critically reflect on the methods and findings of our practica. You will need to bring your own computer to class. If you do not have access to one, please let me know, so we can find a solution.

- **Office hours: OPTIONAL**

I strongly encourage you to take advantage of my office hours, which are there to help you if you are having issues with concepts, tools, and the development of your own research project.

- **Your own project: FINAL WEEKS OF THE SEMESTER**

An important component of this course is the development of your own research project. While the practica are guided by your instructor and rely on existing datasets and text corpora, you will develop, conceptualize, build, and summarize your projects on your own. I will be there to support you during each of these steps.

COURSE MATERIALS AND TECHNOLOGIES

Textbooks

Order through any local bookstore or online:

Ahnert, Sebastian E. et als. *The Network Turn: Changing Perspectives in the Humanities*. Cambridge Elements. Elements in Publishing and Book Culture. Cambridge: Cambridge University Press, 2020. \$13

Underwood, Ted. *Distant Horizons: Digital Evidence and Literary Change*. Chicago: University of Chicago Press, 2019. \$26

Available digitally through the OSU Library. I recommend printing it out, so you can have it on your desk while working in R:

Jockers, Matthew L. *Text Analysis with R for Students of Literature*. New York: Springer, 2014.

Text corpora and datasets

- For most of our units I provide datasets and text corpora, many of which can be divided into subsets that feature the specific languages and literatures you study. They include the following, which are provided by me:
 - Classic children's books in English
 - We will be using this text corpus only during the first two weeks to apply some of the foundational methods. It's easily accessible, reasonably large, and you will probably know some of the texts well. Children's books can also be an interesting corpus to work with for your own projects and there are digital collections available in a variety of languages. In this context, we will be paying special attention to a [digital archive of Soviet children's books](#).
 - 19th century novels, plays, and poetry (in your respective languages or English translations)
 - A central issue in working with digitized texts is that they need to be in the public domain (i.e. their copyright has expired). This applies to a large number of texts from the 19th century that are often thought of as canonical. They are openly accessible in several digital archives that we will rely on.
 - The Soviet 1930s journal *International Literature*
 - While unique to a specific country and time period, *International Literature* is a great case study for our unit on metadata. Not only was it published in a variety of languages, it also featured translations from many national literatures that come together under the umbrella of the Soviet internationalist project.
 - The Cold-War literary magazine *Encounter*
 - Much like *International Literature*, the magazine *Encounter* 1953-1991 relied heavily on translated content from a variety of languages, especially texts by Soviet and East European dissidents. The journal is fully digitized, offering thus a great data set for our course (and, incidentally, a fascinating background story: turns out the periodical was bankrolled by the CIA).

Course technology

Technology support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at ocio.osu.edu/help/hours, and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** ocio.osu.edu/help

- **Phone:** 614-688-4357(HELP)
- **Email:** servicedesk@osu.edu
- **TDD:** 614-688-8743

Technology skills needed for this course

- Basic computer and web-browsing skills, especially downloading and installing software packages (i.e. you need to have administrator rights to your computer).
- Navigating Carmen (go.osu.edu/canvasstudent)

Required equipment

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection. You need to bring your own laptop to class. Most of the (freely available) software we are using does not function on tablets or mobile devices.
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

Required software

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at go.osu.edu/office365help.
- Freeware:
 - The network analysis software [Gephi](#)
 - [R Studio](#)
 - The plain text editor [Sublime Text](#)
 - The data cleaning tool [OpenRefine](#)

Required online tools and platforms, free of charge

- The text analysis tool [Voyant](#)
- [RAWGraphs](#) for data visualization
- The code sharing platform [GitHub](#)
- A Google account. We will be collaborating through Google documents and much of our data will be shared in Google spreadsheets.

Carmen access

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions (go.osu.edu/add-device).
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application (go.osu.edu/install-duo) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

GRADING AND FACULTY RESPONSE

How your grade is calculated

ASSIGNMENT CATEGORY	POINTS
Attendance and participation	15%
Weekly blog posts, always due by Sunday night, 11:59 PM	25%
Project review	20%
Final project	40%
Total	100

See course schedule below for due dates.

Descriptions of major course assignments

Attendance and Participation

Your participation grade accounts for 15% of your grade for this class. Participation grades are posted four times per semester. The expectations for the respective grades are:

100%

You are **present in class**, did **homework assignments/readings**.
 You **actively** participate with **meaningful and original** contributions.
 You engage with the **contributions of others**, encouraging a discussion that accommodates **diverse experience and opinions**. In the **practica**,

85%	<p>you ask questions, work independently, collaborate with, and support your peers.</p> <p>You are present in class and are ready to answer questions when approached by the professor, but do not take the initiative to participate. Or: you demonstrate that you have read the assigned texts, but might not have been able to come up with your own thoughts or ideas about them. Or: you may not have done the complete homework, but make up for it through active participation in class.</p>
75%	<p>In the practica, you ask questions, work independently, collaborate with your peers.</p> <p>You are present in class, but do not actively participate and are not ready to actively contribute or answer questions when asked. In your in-class writing assignments you cannot demonstrate that you have read the assigned texts or retained information from them. You did not do the assigned homework.</p>
0%	<p>In the practica, you ask questions and collaborate with your peers.</p> <p>You are not physically present in the classroom or missed more than 25% of the class meeting.</p>

Weekly blog posts

By the end of every week, you need to write a short blog post (ca. 200 words) to reflect on what you learned, synthesizing both our theoretical readings and the application of these ideas in our practica. Comment on what kind of insights the approaches we covered can provide, how they can be put into practice, what questions remain unanswered, what the potential shortcomings of the approach are, and how this relates to our culture in the digital age at large. Active participation and notetaking in class can help you prepare for this exercise in critical reflection that shouldn't take you longer than 30 minutes each week. You can find further instructions and a grading rubric for these posts on Carmen.

Project Review

In lieu of a midterm, you need to review a digital humanities research project from our bibliography (on Carmen). This is an opportunity to learn more about research specific to your discipline and to prepare for your own research project. Write a two-page review that comments on the following questions: What new insights do the researchers pursue with their project? What methods and tools do they choose? How do they communicate their results? How do users/readers interact with the project interface? What is missing and what future directions can this project take? A detailed assignment sheet and grading rubric can be found on Carmen.

Final Project

A significant part of this class is to develop your own research project. Weeks 11-13 are dedicated to this process, and we will go through all the steps together—from coming up with ideas to conceptualizing a (manageable!) project and summarizing first findings and presenting them. Of course, I do not expect you to fully develop a large-scale project for this course. You need to prepare a **project**

plan (due by the end of week 12, 10% of your course grade) and a full project portfolio (by the end of finals week, 30% of your grade). A detailed assignment sheet and grading rubric can be found on Carmen.

Late assignments

An assignment is late if not turned in by the due date. For late assignments, I will reduce the grade by 5 points for each class session that it is late. If you have a legitimate excuse for not turning in work on time, you must request an extension before the assignment is due, and the earlier you ask, the more likely it is that you will receive an extension.

Grading scale

	B+	87-89	C+	77-79	D+	67-69	
A	93-100	B	83-86	C	73-76	D	60-66
A-	90-92	B-	80-82	C-	70-72	E	0-59

Instructor feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-4357(HELP)** at any time if you have a technical problem.)

- **Grading and feedback:** For large weekly assignments, you can generally expect feedback within **7 days**.
- **Email:** I will reply to emails within **36 hours during school days**.
- **Discussion board:** I will check and reply to messages in the discussion boards every **24 hours on school days**.

OTHER COURSE POLICIES

Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need for your weekly blogposts to be as polished as a research paper, you should remember to write using good grammar, spelling, and punctuation.
- **Tone and civility:** Our goal should be to maintain a supportive learning community where everyone feels safe and where people can disagree amicably.

- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

Academic integrity policy

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the university’s *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- Committee on Academic Misconduct web page (go.osu.edu/coam)
- Ten Suggestions for Preserving Academic Integrity (go.osu.edu/ten-suggestions)

Student Services and Advising

University Student Services can be accessed through BuckeyeLink. More information is available here: <https://contactbuckeyelink.osu.edu/>

FOR UNDERGRAD COURSES: Advising resources for students are available here: <http://advising.osu.edu>

Copyright for instructional materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Statement on Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu

My goal as an instructor is to be a sympathetic and supportive interlocutor. This includes cases when you choose to talk to me about experiences that might fall under Title IX. Since I am not trained in social work or mental health, I will suggest resources and places where you can find help. However, you need to be aware that I am also what is referred to as a **mandated reporter**. **This means that if you disclose experiences with violence and harassment based on sex and gender, I am legally required to report this to the Title IX Office.**

Commitment to a diverse and inclusive learning environment

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Land Acknowledgement

We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greenville and the forced removal of tribes through the Indian Removal Act of 1830. I/We want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.

More information on OSU's land acknowledgement can be found here:

<https://mcc.osu.edu/about-us/land-acknowledgement>

Your mental health

As a student you may experience a range of issues that can cause barriers to learn, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic

performance or reduce a student's ability to participate in daily activities. No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, on-demand resources are available at go.osu.edu/ccsondemand. You can reach an on-call counselor when CCS is closed at 614- 292-5766, and 24-hour emergency help is also available through the 24/7 National Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org. The Ohio State Wellness app is also a great resource available at go.osu.edu/wellnessapp.

ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Requesting accommodations

The university strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability including mental health, chronic or temporary medical conditions, please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307; 098 Baker Hall, 113 W. 12th Avenue.

Accessibility of course technology

This online course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- Canvas accessibility (go.osu.edu/canvas-accessibility)
- Streaming audio and video
- CarmenZoom accessibility (go.osu.edu/zoom-accessibility)
- Collaborative course tools

COURSE SCHEDULE

Refer to the Carmen course for up-to-date assignment due dates.

Week 1 (August 23-26): (Digital) Humanities		
Day 1	<i>Introductions:</i> How this course works.	Carefully review the syllabus and Carmen page.
Day 2	<i>Discussion:</i> What are the humanities and how did they become digital?	<i>Read:</i> Anne Burdick et al., <i>Digital Humanities</i> (Chicago: The MIT Press, 2016), pp. 1-26
Week 2 (August 29-September 2): A New Kind of Reading?		
Day 1	<i>Discussion:</i> What is distant reading?	<i>Read:</i> Franco Moretti, <i>Distant Reading</i> (London: Verso, 2013). Selections. Basil Lvoff, “Distant Reading in Russian Formalism and Russian Formalism in Distant Reading,” <i>Russian Literature</i> , 122–123 (May 1, 2021): 29–6 <i>Optional Reading:</i> Lauren Klein. “Distant Reading After Moretti.” Blogpost.
Day 2	<i>Discussion:</i> Where to start with text mining? <i>Practicum:</i> Using the text analysis tool <i>Voyant</i> —a first attempt	<i>Read:</i> Underwood, Ted. “Where to start with text mining.” Blogpost. <i>Prepare:</i> Download and acquaint yourself with the text corpus of classic children’s books we will use for the practicum.
Week 3 (September 5-9): Texts as Data		
Day 1	<i>Discussion:</i> From theoretical questions to their operationalization in research	<i>Read:</i> Ted Underwood, <i>Distant Horizons: Digital Evidence and Literary Change</i> , First edition (Chicago: University of Chicago Press, 2019). Preface and Chapter 1, pp. ix-33.
Day 2	<i>Practicum:</i>	<i>Read:</i>

	Best practices in data collection and data management	Underwood. <i>Distant Horizons</i> . Appendix A: Data, pp. 173-184. <i>Prepare:</i> Install OpenRefine.
Week 4 (September 12-16): Text Analysis in R I		
Day 1	<i>Discussion:</i> Basics of text analysis in R	<i>Read:</i> Matthew L. Jockers, <i>Text Analysis with R for Students of Literature</i> (New York: Springer, 2014). Section 1: Mesoanalysis, pp. 1-56.
Day 2	<i>Practicum:</i> First steps in R	<i>Prepare:</i> If necessary, revisit reading from preceding day. Install R Studio and try out the steps described in pp. 3-23.
Week 5 (September 19-23): Text Analysis in R II		
Day 1	<i>Practicum:</i> Expanding the text corpus: The 19 th Century Canon	<i>Read:</i> Jockers. <i>Text Analysis with R</i> . Section 2: Macroanalysis, pp. 99-133. Marijeta Bozovic et al., “Knight Moves: Russifying Quantitative Literary Studies,” <i>Russian Literature</i> 122–123 (May 1, 2021): 113–38.
Day 2	<i>Discussion:</i> Recap what we did so far and another research example	<i>Read:</i> Underwood. <i>Distant Horizons</i> . Chapter 4: Metamorphoses of Gender, pp. 111-142.
Week 6 (September 26-30): Topic Modeling in R		
Day 1	<i>Discussion:</i> What is topic modeling and what can we study with it? <i>Practicum:</i> Topics of <i>Encounter</i> magazines	<i>Read:</i> Jockers. <i>Text Analysis with R</i> . Topic Modeling, p. 135-159. Download the <i>Encounter</i> dataset.
Day 2	<i>Discussion:</i>	<i>Read:</i>

	Topic modeling, a case study <i>Practicum:</i> Topics of <i>Encounter</i> magazines, continued	Klein, Lauren. “Dimensions of Scale: Invisible Labor, Editorial Work, and the Future of Quantitative Literary Studies.” <i>PMLA</i> 135, no. 1 (January 2020): 23–39.
Week 7 (October 3-7): Libraries as Metadata		
Day 1	<i>Discussion:</i> From book collections to library catalogues	Kirschenbaum, Matthew. “The .Txtual Condition: Digital Humanities, Born-Digital Archives, and the Future Literary.” <i>Digital Humanities Quarterly</i> 7, no. 1 (2013).
Day 2	<i>Practicum:</i> Trip to OCLC in Dublin Ohio	The world’s leading organization for the aggregation of library data, the Online Computer Library Center, is located less than 15 miles from our campus. On this excursion, you will learn more about what they do and how it shapes academic work around the world. <i>Read:</i> Philip Gleissner, “‘Somehow, I Wasn’t Drawn into The Editorial Office of Novyi Mir’: Digital Approaches to the Literary Environment of Late Socialist Journals,” <i>Russian Literature</i> 122–123 (May 1, 2021): 163–91.
Project Review due by end of week.		
Week 8 (October 10-14): Mapping Magazines Part 1		
Day 1	<i>Discussion:</i> What is social network analysis and what insights can we gather from it?	<i>Read:</i> Sebastian E. Ahnert et al., <i>The Network Turn: Changing Perspectives in the Humanities</i> (Cambridge: Cambridge University Press, 2020).
Day 2	Fall Break, no class	
Week 9 (October 17-21): Mapping Magazines Part 2 & Who Wrote It (and Why Does It Matter)? Part 1		
Day 1	<i>Practicum:</i>	<i>Read:</i> Bastian, M. et al., “Gephi: An Open Source Software for Exploring and

	Social networks in practice: statistical underpinnings and visual language	Manipulating Networks.” International AAAI Conference on Weblogs and Social Media. Install the software <i>Gephi</i> and download the <i>International Literature</i> dataset.
Day 2	<i>Discussion:</i> The foundations of stylometric analysis and author attribution <i>Practicum:</i> Identifying authors	<i>Read:</i> Eder, Maciej, Jan Rybicki, and Mike Kestemont. “Stylometry with R: A Package for Computational Text Analysis.” <i>The R Journal</i> 8, no. 1 (2016): 107–21.
Week 10 (October 24-28): Who Wrote It? Part 2 & Data Visualization		
Day 1	<i>Practicum:</i> Identifying authors, continued <i>Discussion:</i> Research affordances and problems	<i>Read:</i> So, Richard Jean, and Edwin Roland. “Race and Distant Reading.” <i>PMLA</i> 135, no. 1 (January 2020): 59–73.
Day 2	<i>Discussion:</i> Visual modes of argumentation in contemporary culture	<i>Read:</i> Howard Wainer, <i>Graphic Discovery: A Trout in the Milk and Other Visual Adventures</i> (Princeton: Princeton University Press, 2007). Selections. Johanna Drucker, <i>Graphesis: Visual Forms of Knowledge Production</i> (Cambridge, MA: Harvard University Press, 2014). Selections.
Week 11 (October 31-November 4): Data Visualization/Research Project		
Day 1	<i>Discussion:</i> How to design good graphs <i>Practicum:</i> Data visualization with RAWGraphs	<i>Read:</i> Tuftes, Edward R. <i>The Visual Display of Quantitative Information</i> . Cheshire, CT: Graphics Press, 1983. (SELECTIONS) <i>Prepare at home:</i> Look through the results of our practica so far and prepare ideas for data to present visually
Day 2	<i>Discussion:</i>	<i>Read:</i>

	How to plan a digital research project <i>Practicum:</i> Developing first ideas for a project	Ramsay, Stephen, and Geoffrey Rockwell. "Developing Things: Notes toward an Epistemology of Building in the Digital Humanities." In <i>Debates in the Digital Humanities 2016</i> , edited by Matthew K. Gold and Lauren F. Klein. Minneapolis: University of Minnesota Press, 2016, online.
Week 12 (November 7-11): Your Research Project		
Day 1	<i>Practicum:</i> Advancing and peer reviewing project plans	Work in small group to establish and discuss project plans.
Day 2	Veterans Day, no class	
By end of week: submit your project plan.		
Week 13 (November 14-18): Your Research Project		
Day 1	<i>Practicum:</i> Formalizing your project plan	Work with project guidelines to formalize your project plan.
Day 2	<i>Practicum:</i> Creating, preparing, and documenting your data set	<i>Revisit readings about digital archives and repositories.</i> Create your datasets and review documentation in small groups.
Week 14 (November 21-25): Your Research Project		
Day 1	<i>Practicum:</i> Preliminary explorations of your data set	<i>Revisit readings on methods relevant to your project.</i> Discuss in small groups what research questions your project can solve.
Day 2	Thanksgiving Break, no class	
Week 15 (November 28-December 2): Your Research Project & Critiques		
Day 1	<i>Practicum:</i> Preparing a visual interface to present your project	<i>Revisit readings about data visualizations and interfaces.</i> Produce a mock-up for a digital presence of your project.
Day 2	<i>Discussion:</i> Post-colonial critiques of digital humanities	<i>Read:</i> Roopika Risam, <i>New Digital Worlds: Postcolonial Digital Humanities in</i>

		<i>Theory, Praxis, and Pedagogy</i> (Evanston, IL: Northwestern University Press, 2018). Selections.
Week 16 (December 5-7): Conclusions		
Day 1	Conclusion	Underwood, <i>Distant Horizons</i> . Chapter 5: The Risks of Distant Reading, pp. 143- 170.
Project Portfolio due by end of finals week.		

Subject: RE: Concurrence Request from Slavic and East European Languages and Cultures
Date: Wednesday, December 1, 2021 at 5:59:33 PM Eastern Standard Time
From: Williams, Susan S.
To: Gleissner, Philip
CC: Peterson, Derek

Dear Philip.

As chair of the Department of English, I am writing to provide departmental concurrence to your proposal. It has been reviewed by the Director of Undergraduate Studies and the Director of Digital Media Studies in the department, and we all wish you well in proceeding with the approval process for this course.

Susan Williams

From: Gleissner, Philip <gleissner.4@osu.edu>
Sent: Monday, November 15, 2021 11:00 AM
To: Williams, Susan S. <williams.488@osu.edu>
Cc: Peterson, Derek <peterson.636@osu.edu>
Subject: Concurrence Request from Slavic and East European Languages and Cultures

Dear Susan (if I may),

I am writing on behalf of the undergraduate committee of the Department of Slavic and East European Languages and Cultures. We are about to submit a new course to the curriculum committee, titled "Hacking Slavic Literatures: Literary Analysis in the Digital Age." I am attaching the syllabus to this email.

As we are preparing to submit the course proposal, we are hoping that you will provide us a concurrence by responding to this e-mail no later than December 1, 2021.

According to the OAA rule, a concurrence will be assumed if there is no response within two weeks of the request. Please let me know if you have any questions, or if you would like any additional information.

With many thanks,
Philip Gleissner

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Dr. Philip Gleissner
Assistant Professor
Department of Slavic and East European Languages and Cultures
The Ohio State University

Subject: Re: Concurrence Request from Slavic and East European Languages and Cultures
Date: Monday, November 15, 2021 at 12:09:22 PM Eastern Standard Time
From: Craigmile, Peter
To: Gleissner, Philip
CC: Peterson, Derek, MacEachern, Steven

Dear Philip Gleissner,

Our curriculum committee looked through the syllabus for "Hacking Slavic Literatures: Literary Analysis in the Digital Age."

The Department of Statistics gives concurrence for this very interesting course.

Be well,
Peter Craigmile

Peter Craigmile, Ph.D.,
Professor, Department of Statistics, The Ohio State University.

From: Gleissner, Philip <gleissner.4@osu.edu>
Sent: Monday, November 15, 2021 11:01 AM
To: MacEachern, Steven <snm@stat.osu.edu>
Cc: Peterson, Derek <peterson.636@osu.edu>
Subject: Concurrence Request from Slavic and East European Languages and Cultures

Dear Steve (if I may),

I am writing on behalf of the undergraduate committee of the Department of Slavic and East European Languages and Cultures. We are about to submit a new course to the curriculum committee, titled "Hacking Slavic Literatures: Literary Analysis in the Digital Age." I am attaching the syllabus to this email.

As we are preparing to submit the course proposal, we are hoping that you will provide us a concurrence by responding to this e-mail no later than December 1, 2021.

According to the OAA rule, a concurrence will be assumed if there is no response within two weeks of the request. Please let me know if you have any questions, or if you would like any additional information.

With many thanks,
Philip Gleissner

--

Dr. Philip Gleissner
Assistant Professor
Department of Slavic and East European Languages and Cultures
The Ohio State University

--

Dr. Philip Gleissner
Assistant Professor
Department of Slavic and East European Languages and Cultures
The Ohio State University

Subject: RE: Concurrence Request from Slavic and East European Languages and Cultures
Date: Sunday, November 21, 2021 at 2:05:57 PM Eastern Standard Time
From: Beecher, Mary A.
To: Gleissner, Philip
CC: Peterson, Derek

Hi Philip,

The Department of Design is happy to provide you concurrence on this interesting course entitled "Hacking Slavic Literatures: Literary Analysis in the Digital Age." I do notice that your Week 10 topic is Data Visualization and because it does have design content (potentially), I recommend that you communicate with Assistant Professor Yvette Shen (.1049) about whether she would be willing to provide you with a guest lecture, as this is one of her areas of expertise. I'll like to see those kinds of interactions with our department become more common and Yvette has given many presentations about design principles for data viz to non-design audiences.

Hope this helps,
Mary Anne

Mary Anne Beecher, PhD

Professor and Department Chairperson

The Ohio State University

College of Arts and Sciences Department of Design
100 Hayes Hall, 108 North Oval Mall, Columbus, OH 43210
6146883242 Office

beecher.17@osu.edu / osu.edu

Pronouns: she/her/hers

The *Department of Design* values human health and happiness... including the need for personal time for its faculty, staff, and students. Replies to email received on weekends or after 5 pm and before 8 am on weekdays are not required or encouraged. Buckeyes also consider the environment before printing and we are wearing our masks to protect ourselves and others.

From: Gleissner, Philip <gleissner.4@osu.edu>
Sent: Monday, November 15, 2021 11:03 AM
To: Beecher, Mary A. <beecher.17@osu.edu>
Cc: Peterson, Derek <peterson.636@osu.edu>
Subject: Concurrence Request from Slavic and East European Languages and Cultures

Dear Mary Anne (if I may),

I am writing on behalf of the undergraduate committee of the Department of Slavic and East European Languages and Cultures. We are about to submit a new course to the curriculum committee, titled "Hacking Slavic Literatures: Literary Analysis in the Digital Age." I am attaching the syllabus to this email.

As we are preparing to submit the course proposal, we are hoping that you will provide us a concurrence by responding to this e-mail no later than December 1, 2021.

According to the OAA rule, a concurrence will be assumed if there is no response within two weeks of the request. Please let me know if you have any questions, or if you would like any additional information.

With many thanks,

Philip Gleissner

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Dr. Philip Gleissner

Assistant Professor

Department of Slavic and East European Languages and Cultures

The Ohio State University

Curriculum Map for Russian Major (Updated 12/10//2021)

		Program Goals		
		Goal 1	Goal 2	Goal 3
		Lang. Proficiency	Analytic Skills	Cult. Appreciation
Prerequisites				
Russian 1101	Novice Low/Mid		NA	Novice Low
-(including all decimal suffixes)				
Russian 1102	Novice Mid/High		NA	Novice Mid
-(including all decimal suffixes)				
Russian 1103	Novice High		NA	Novice High
-(including all decimal suffixes)				
Russian 1133	Intermediate Low		NA	Intermediate Low
Required Courses				
Russian 2104	Novice High/ Intermediate Low		NA	Novice High/Intermediate Low
-(including all decimal suffixes)				
Russian 2144	Intermediate Low/Mid		NA	Intermediate Mid
Russian 3101	Intermediate Low		NA	Intermediate Low
Russian 3102	Intermediate Mid		NA	Intermediate Med
Russian 4575	Intermediate High		Advanced	Advanced
Language Elective Courses				
Russian 3121/3122	Intermediate Low		NA	Intermediate High
Russian 4101/4102	Intermediate Low/Mid		NA	Advanced
Russian 4135	Novice/Intermediate		Intermediate	Novice
Russian 4136	Intermediate/Advanced		Advanced	Intermediate/Advanced
Russian 5101/5102	Intermediate High/Advanced Low		Advanced	Advanced
Literature, Culture, Linguistics Elective Courses				
Medren 2513	NA		Novice	Novice
Russian 2250	NA		Novice	Novice
-(including all decimal suffixes)				
Russian 2335	NA		Novice	Novice
-(including all decimal suffixes)				
Russian 2345	NA		Novice	Novice

Russian 3460	NA	Intermediate	Intermediate
-(including all decimal suffixes)			
Russian 3350	NA	Intermediate	Intermediate
Russian 3355.99	NA	Intermediate	Intermediate
Russian 3470	NA	Intermediate	Intermediate
-(including all decimal suffixes)			
Russian 3480	NA	Intermediate	Intermediate
-(including all decimal suffixes)			
Russian 3490	NA	Intermediate	Intermediate
-(including all decimal suffixes)			
Russian 4220/4221	NA	Advanced	Advanced
Russian 5225	NA	Advanced	Advanced
Russian 5230	NA	Advanced	Advanced
Russian 5250	NA	Advanced	Advanced
-(including all decimal suffixes)			
Russian 5460	NA	Advanced	Advanced
Russian 5530	Intermediate	Advanced	Advanced
Russian 5601	Advanced	Advanced	Advanced
Russian 5630	Intermediate/Advanced	Advanced	Advanced
Russian 5701	Advanced	Advanced	Advanced
Slavic 2330	NA	Novice	Novice
-(including all decimal suffixes)			
Slavic 2365	NA	Novice	Novice
-(including all decimal suffixes)			
Slavic 2995.99	NA	Intermediate	Intermediate
Slavic 3360	NA	Intermediate	Intermediate
Slavic 3310	NA	Intermediate	Intermediate
Slavic 3333	NA	Intermediate	Intermediate
-(including all decimal suffixes)			
Slavic 3800	NA	Intermediate	Intermediate
Slavic 4520H	NA	Advanced	Advanced
Slavic 4530	NA	Advanced	Advanced
Slavic 4560H	NA	Advanced	Advanced
Slavic 4597	NA	Advanced	Advanced
Slavic 5020	NA	Advanced	Advanced
Slavic 5450	NA	Advanced	Advanced

