Humanities+Design: Visualizing the Grand Tour
(CLASSICS 396, DLCL 396, HISTORY 336E). Prof. G. Ceserani and N. Coleman.

In the eighteenth century, northern cultural and social elites flocked to the Italian peninsula in the name of humanist classical ideals, seeking Italian ancient monuments and remains, bringing and sending back both material possessions and written words, and, inevitably, encountering the peninsula's present. This paramount transcultural phenomenon, which came to be known as the Grand Tour, in many ways shaped the modern world as we know it. Recent decades have seen a blossoming of rich, interdisciplinary scholarship on the Grand Tour; in this course we will use visualization tools of the digital age to develop new interpretations of this crucial site for the reception of antiquity and the birth of the modern world.

We will engage critically readings in both visual epistemology and current Grand Tour studies; interrogate the relationship between quantitative and qualitative approaches in digital humanities; and ask what data visualization offers us in the way of new insights about eighteenth-century British travel to Italy. Students will learn how to transform traditional texts and documents into digital datasets, developing individual data analysis projects through text mining, data capture, and visualization techniques.

This is an approved core course for the Graduate Certificate in Digital Humanities (GCDH). It must be taken for a letter grade to fulfill the GCDH core course requirement. See cesta.stanford.edu for more information about GCDH.

Tuesdays 3:15 to 6:05 pm @ Wallenberg 4th Floor

Instructors
Giovanna Ceserani ceserani@stanford.edu
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Course Objectives

- Explore the use and abuse of data analysis and visualization in historical research.
- Develop skills in transforming texts into data for historical analysis, digital object modeling and visualization.
- Identify a historical question to be explored within a digital database and critically investigate the value of maps, graphs and timelines to answer it.
- Apply skills relating to data analysis and visualization to collaborative research and publication.

Course Grading

- Class attendance and active participation 20%
- Weekly Assignments 40%
- Final project 40%
Course Requirements

- Regular attendance and participation in all course meetings.
- Laptop computer for each class with the following software installed: A code editor (Text Wrangler, Sublime Text 2, or similar), Open Refine (requires Chrome browser) and spreadsheet software (i.e. Google Sheets or Excel).
- Completion of course readings and assignments in advance of class meetings. All readings will be available on Coursework.
- Reading responses (1.5 to 2 page long), due by email at 9 pm, the night before class on Week 2, 4, 6, 7 and 8.
- Ongoing collaborative design project that will integrate visualizations in support of your historical argument and will culminate in a co-authored article designed for online publication with embedded visualizations. (See more details in Appendix 1). Intermediate assignments include:
  
  a. Three charts of the DBITI data using exploratory data analysis tools from Week 2 (individual assignment): share charts by 9 pm the night before class on Week 3, present for class discussion on Week 3.
  
  b. 1 page long proposal for a Grand Tour case study based on DBITI data to be developed as a collaborative research project (individual assignment), due 9 pm Sunday before Week 3 class.
  
  c. Experimentation with map (Week 5), timeline (Week 7) and network graph (Week 9) visualizations (group assignment): share visualizations by 9 pm night before class, and present for class discussion.
  
  d. Submission of bibliography of historical scholarship for collaborative project (group assignment) by end of Week 6.
  
  e. Sketchbook or slide deck of draft visualizations with brief written explanations of how they support your argument for the final project (group assignment), submit to instructors by end of Week 7 (Friday).
  
  f. Present final project draft in class on Week 10 (group assignment).
  
  g. Final project draft due by 8 pm on December 5th for instructors’ comments and feedback.

  h. Submit final co-authored article designed for online publication by 5 pm on December 12th 2014.

* If this is a problem for you let us know asap and we can work to find a solution if possible.
Week I
Tues September 23

Reading: Pre-circulated entries from A Dictionary of British and Irish Travellers on the Grand Tour in Italy, 1700-1801. Open Refine (a.k.a. Google Refine) introductory videos at openrefine.org (http://openrefine.org/index.html).

In class: Review of Course Objectives and Requirements; What is the Grand Tour and what can a digitized copy of Ingamells's *A Dictionary of British and Irish Travelers to Italy 1701-1800* (from now on abbreviated as DBITI) do for its study?; Overview of DBITI print text and the early database development; Turning text into actionable data.; Grand Tour Explorer (Giorgio Caviglia and Thea De Armond).

Week II Text to Data
Tues September 30


Individual assignment: 1.5-2 page response to the reading.

In class: Discussion of readings; Critical look at Tableau, Raw, and Lexo Loader as examples of exploratory data analysis; Critical look at architects on the Grand Tour as an example of case study from the DIBTI data.

Week III Text to Data/Case-Study Proposals
Tues October 7


Individual assignment: 1. Proposal for Grand Tour case study, based on DIBTI data. (NOTE This is due Sunday night by 9 pm) 2. Produce 3 charts of the DIBTI data using tools discussed September 30 (no maps, no network graphs, no timelines).

In class: Discussion of readings and DBITI data charts; Presentations and discussion of case study proposals; Voting on Grand Tour case studies in order to select collaborative project teams.

Week IV Mapping/Place
Tues October 14

**Individual assignment:** 1.5-2 page response to the reading—remember to use your case study data wherever possible in thinking through your response.

**In class:** Discussion of readings; Critical look at examples of and practice with data mapping using Mapline, Palladio, CartoDB, and Keynote.

**Week V Mapping/Place**
**Tues October 21**


**Group assignment:** Visualization experiments on mapping and place with your team’s case study data.

**In class:** Discussion of readings; Team presentations of visualizations from case study projects.

**Week VI Timeline**
**Tues October 28**


**Individual assignment:** Write a 1.5-2 page long response to the reading—remember to use your case study data wherever applicable in thinking through your response.

**Group assignment:** Submission of bibliography of historical scholarship for collaborative project (group assignment) by end of Week 6.

**In class:** Discussion of readings. Critical look at examples of and practice with timeline visualizations using Chronoline.js, Timeline.js, Tiki-toki, Keynote.

**Week VII Timeline**
**Tues November 4**

**Reading:** Alice Thudt, Dominikus Baur and Sheelagh Carpendale, “Visits: A Spatiotemporal Visualization of Location Histories,” 2013 (conference paper published online); Lee Byron and Martin Wattenberg, “Stacked Graphs – Geometry & Aesthetics”, 2008 (8 pages); Ben Fry, “Revisionist: Visualizing the evolution of software projects”, 2003 (visualization published online: http://benfry.com/revisionist/).

**Individual assignment:** Write a 1.5-2 page long comparative analysis of the representation of time in the three visualization techniques assigned for reading.

**Group assignment:** Produce one or more timeline visualization experiments with your case study data.

**In class:** Discussion of readings; Team presentations of visualizations from case study projects.
Week VIII Networks
Tues November 11


Individual assignment: 1.5-2 page long response to the reading—remember to use your case study data wherever possible in thinking through your response.

In class: Discussion of readings; Review of tools for visualizing networks including Gephi, Palladio, and Cytoscape.

Week IX Networks
Tues November 18


Group assignment: Produce one or more network visualization experiments using your case-study data.

In class: Discussion of readings; Team presentation of network visualizations; Demonstration and critique of a linked data research tool developed at H+D.

Week X Final Projects Presentations
Tuesday December 2

In class: Presentations, conference style, of final research article drafts developed by research teams.
Appendix 1.

Your work on the final project will actually begin in Week 2 and 3, when you will put together a proposal for a Grand Tour case study based on DBITI data. Research group teams will be assigned to work on the most successful proposals, and continue throughout the duration of the course. As a group, in addition to bibliographical and scholarly research on your topic, you will engage your case study data continuously: you will be curating and editing your data in response to readings and the introduction of new tools, and you will be experimenting with different ways to visualize your data as we explore different concepts and tools for generating maps, timelines and networks visualizations. The final project should reflect this ongoing sustained engagement with your DBITI data case study.

The final project for the course is a co-authored article designed for online publication your group's Grand Tour case study. This should not be longer than 5000 words (not including bibliography) and written in Markdown. (Detailed instructions will be available on Coursework.) The article must include online visualizations, which can be either static or animated/interactive. The final projects that will pass through review process by instructors and other relevant faculty will be published to hdlab.stanford.edu

Each team will be expected to work collaboratively and to co-develop the visualizations and the historical argument for the final project.

Appendix 2.

A few titles, just a beginning of a bibliography on the Grand Tour, which is immense, not because you are supposed to read all of this, but for your perusal when getting started on the bibliography for your case study:

Web Based

http://vasi.uoregon.edu/

http://www.grandtour.amdigital.co.uk.ezproxy.stanford.edu/Default.aspx

Printed Titles


Keith Crook, ed. Remarks on Antiquities, Arts, and Letters during an Excursion in Italy, in the Years 1802 and 1803 by Joseph Forsyth, Esq. (Newark: Univ. of Delaware, 2001).


Clare Hornsby, ed. The Impact of Italy: The Grand Tour and Beyond (London: British School at Rome, 2000).


Paula Findlen, Wendy Wassyng Roworth, Catherine M. Sama eds., Italy’s Eighteenth Century: Gender and Culture in the Age of the Grand Tour, Stanford University Press, 2009

Chloe Chard. Pleasure and Guilt on the Grand Tour: Travel Writing and Imaginative Geography, 1600-1830 (Manchester: Manchester University Press, 1999).


