

How Did They Make That?

For Undergraduate Projects

by Tiffany Chan

[Twitter](#) | [Website](#)

This post is based on Miriam Posner's original "[How Did They Make That?](#)" and [the video](#). Like its inspiration, this post introduces Digital Humanities newcomers to a range of projects and what tools or technical knowledge they might need to know to make them. This list is not exhaustive.

This post is also intended for undergraduates, using example projects done by undergraduates or involved undergraduate work and/or collaboration.

What's in here?

- A 3D model
- Digital exhibit
- Mapping project
- Timeline
- Digital edition
- Long-form, media-rich narrative
- Computer-aided text analysis
- Data visualization
- Links to more resources

3D Model: What Jane Saw

What it is

A 3D reconstruction of an 1813 portraiture exhibit attended by Jane Austen.

What you'd need

[SketchUp](#) to model the space so you can "hang" paintings in their spots (see [video](#) on "About" page).

Get started

- ["Getting Started with Sketchup"](#)

Alternatives

- Modellers also use [Maya](#), [Rhino](#), [Blender](#)
- Video game software
 - [CRYENGINE](#) for "Off The Map"
 - [Minecraft](#) "Hullcraft"



Janine Barchas (faculty), Michelle Lawrence-Carlin, Megha Vaidya, Nick Kinnaird, Katie Tiller et al. (students)

University of Texas at Austin

Undergrad collaboration through [Undergrad Research Apprenticeship](#) and [LAITS Student Technology Assistants](#) programs

Digital Exhibit: Goin' North

What it is

Exhibit-archive of oral history interviews, images, newspaper articles and other primary sources about the [Great Migration](#).

What you'd need

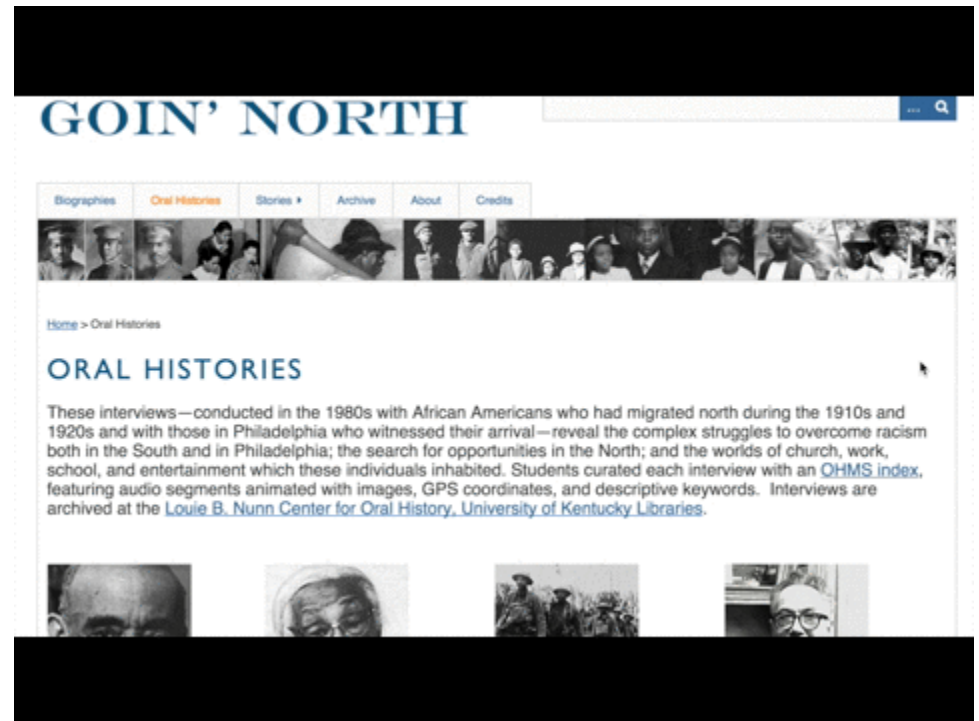
- [Omeka.org](#) , but you can also use [Omeka.net](#) ([full comparison](#))
- Optional: [HTML](#), [CSS](#) coding to customize how the site displays

Get started

- [Programming Historian tutorial](#)
- [Omeka for Millenials](#)

Alternatives

I've used [WordPress.org](#) for a [virtual exhibit](#) before but I'd still recommend Omeka.



Jannecken Smucker and Charles Hardy (faculty), Robert Bennett, Kristine Geiger, William Hostmann, et al. (students)

West Chester University

Collaborative effort between [two classes](#) of undergraduate and graduate students.

Map: Mapping Mrs. Dalloway

What it is

A project that maps each character's walking route in *Mrs. Dalloway*, along with brief descriptions and analyses of significant events during those walks.

What you'd need

- [iMap Builder](#)

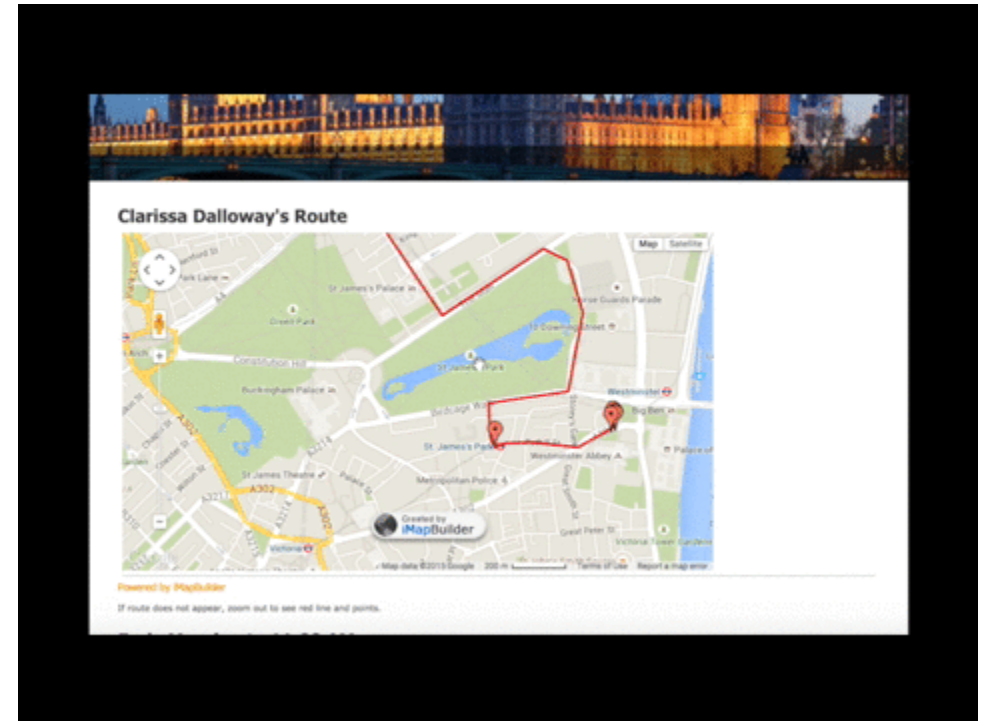
Get started

[Google My Maps](#)

- [YouTube tutorial](#)
- [PDF tutorial](#) by U Waterloo Libraries

Get fancy

- [Neatline](#) (used with Omeka)
- [ArcGIS](#) (e.g. [Michael DeGroot's project](#))



Adam Erwood, London Lamb, Jasmine Perrett, Anjaly Poruthoor, and Manoj Vangala

Georgia Institute of Technology

Collaborative project by students in Dr. Kathryn Crowther's "Literary London" course

Timeline: History of GWG Plant

What it is

A timeline chronicling the history of Edmonton's Great Western Garment Company (later a plant).

What you'd need

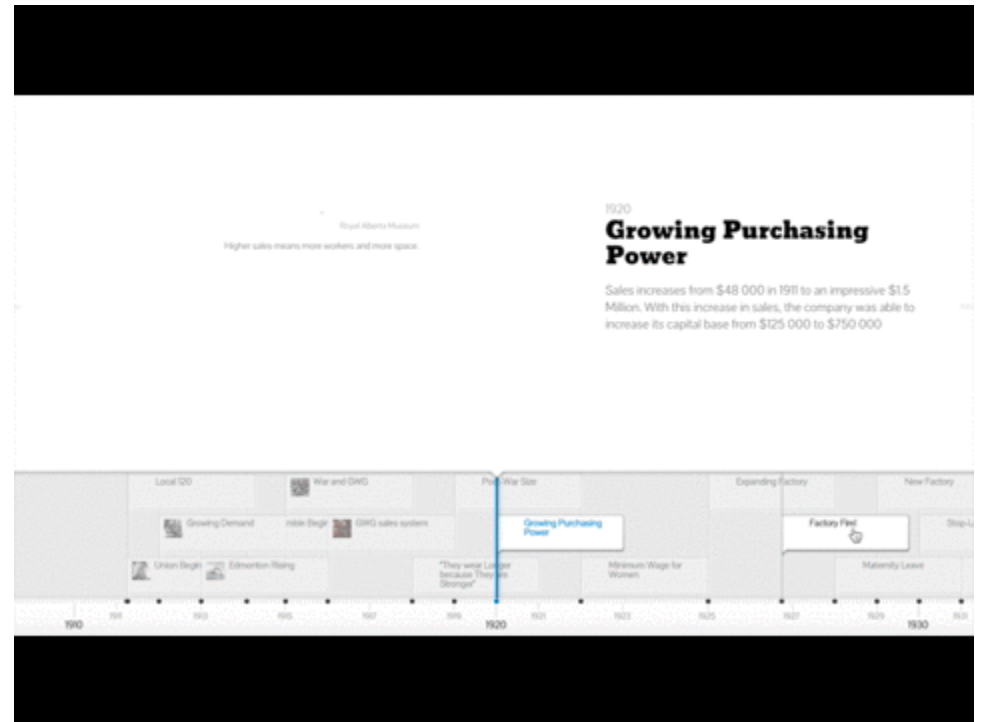
- [Timeline.js](#)

Get started

- [Written tutorial](#)
- [Video tutorial](#)

Get fancy

- [Timeglider](#) for more control over how the timeline's points display
- Combine the timeline with a map using [Timemap.js](#)



Dylan Blake

University of Alberta

Assignment done for [Nicholas Van Orden's](#) 1st Year [English course](#)

Digital Edition: Yellow Nineties Online

What it is

A digital archive of *The Yellow Book*, related 19th-century periodicals, and a wealth of contextual material (biographies, reviews, etc.)

What you'd need

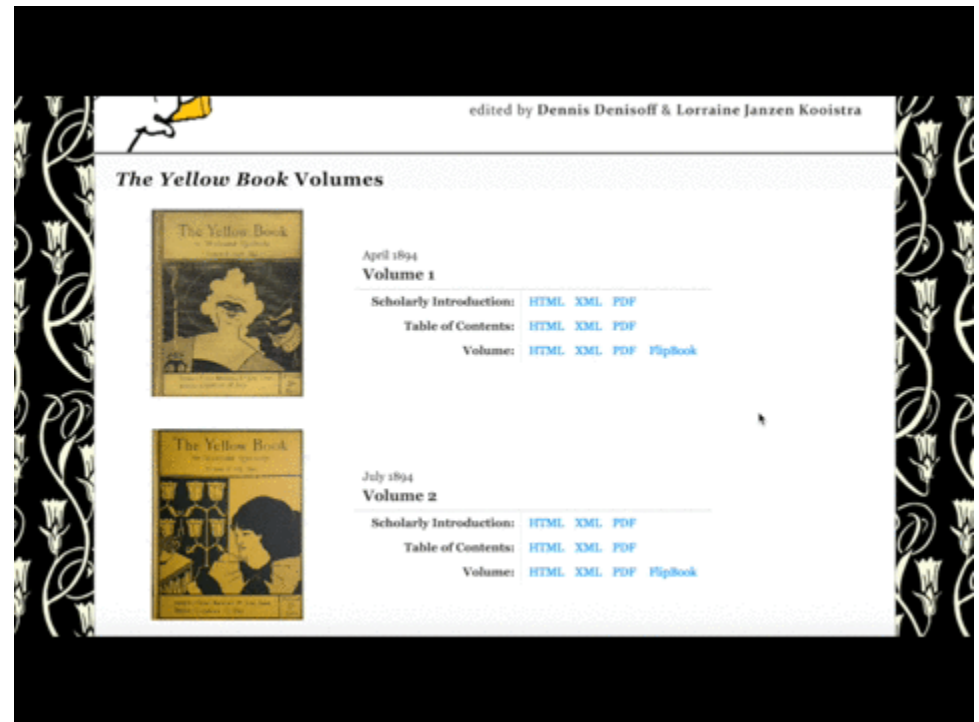
- [TEI](#): markup language for scholarly editing
- [XSLT](#) or [XML publication system](#): I like the uber-lightweight [TEI Boilerplate](#)

Get started

- [Introduction to the practice of markup](#)
- [TEI by example](#)
- A TEI editor: [oXygen](#) is popular; [try others](#)

Alternatives

Not the proper way to do it, but [Scalar](#) can [do in a pinch](#) depending on what you want.



Dennis Denisoff & Lorraine Janzen Kooistra (principal editors), plus a great deal more collaborators and research assistants

Ryerson University, Toronto

[CDH-sponsored undergraduate internship](#)

Long-form, Media-Rich Narrative: "We Are/We Have Always Been"

What it is

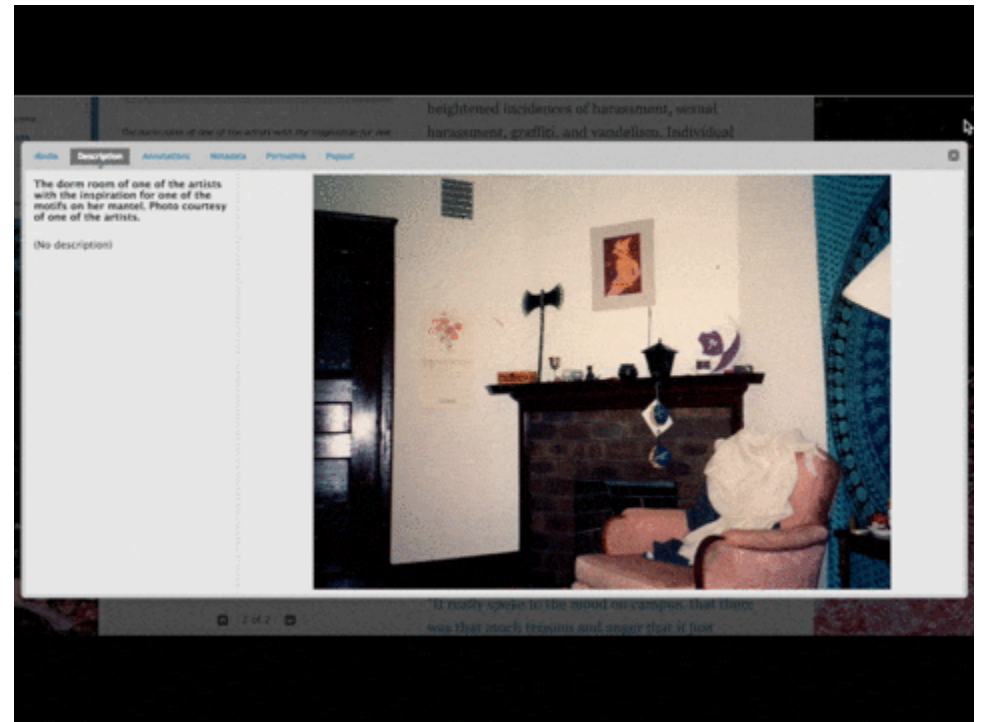
A multi-linear, multimodal history (1970-2000) of LGBT experiences at Bryn Mawr College that includes interviews, photographs, and documents.

What you'd need

- [Scalar](#)—multimedia authoring platform
- Optional: web coding ([HTML](#), [CSS](#), [JavaScript](#)) for customization

Get started

- [HASTAC Scholars webinar](#)
- ["So You Want to Publish Your Academic Work"](#)
- [More Scalar webinars](#)



Brenna Levitin

Bryn Mawr College, Pennsylvania

Internship with [Tri-Co Digital Humanities](#) at the [Albert M. Greenfield Digital Center for the History of Women's Education](#)

Computer-Aided Text Analysis: He Do the Police in Different Voices

What it is

An analysis of different voices in *The Waste Land* using a custom algorithm, among other techniques.

What you'd need

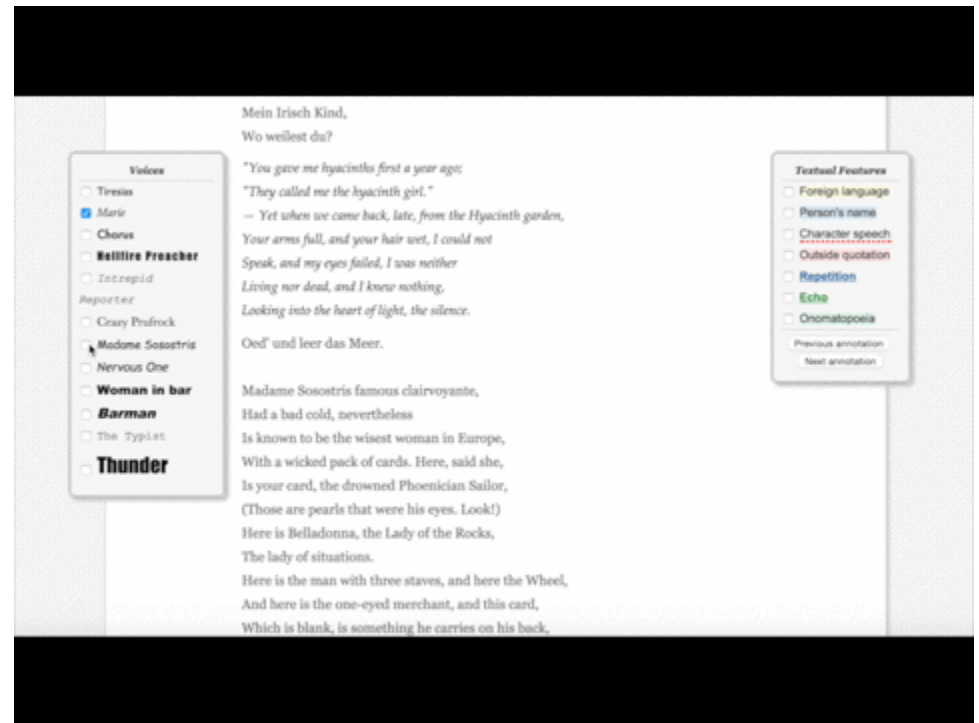
A custom algorithm adapted from existing plagiarism detection and text segmentation techniques.

Get started

There are [many kinds of textual analysis](#). It's easy to start with [Voyant Tools](#) (no coding required): see [documentation](#) and [tutorials](#).

Get fancy

- [MALLET](#) or other tools in [DiRT](#) or [TAPoR](#)
- Code something in [Python](#) or [R](#)



The screenshot displays a web-based text analysis tool. On the left, a panel titled "Voices" contains a list of radio buttons for selecting different voices: Tiresias, Meris (selected), Chorus, Hellfire Preacher, Intrepid, Reporter, Crazy Profrock, Madame Sosostris, Nervous One, Woman in bar, Barman, The Typist, and Thunder. On the right, a panel titled "Textual Features" contains a list of checkboxes: Foreign language, Person's name, Character speech (checked), Outside quotation, Repetition, Echo (checked), and Onomatopoeia. Below these panels, the text of the poem "The Waste Land" is displayed, with some lines highlighted in green. The text includes: "Mein Irisch Kind, / Wo weilst du? / 'You gave me hyacinths first a year ago: / 'They called me the hyacinth girl.' / — Yet when we came back, late, from the Hyacinth garden, / Your arms full, and your hair wet, I could not / Speak, and my eyes failed, I was neither / Living nor dead, and I knew nothing, / Looking into the heart of light, the silence. / Oed' und leer das Meer. / Madame Sosostris famous clairvoyante, / Had a bad cold, nevertheless / Is known to be the wisest woman in Europe, / With a wicked pack of cards. Here, said she, / Is your card, the drowned Phoenician Sailor, / (Those are pearls that were his eyes. Look!) / Here is Belladonna, the Lady of the Rocks, / The lady of situations. / Here is the man with three staves, and here the Wheel, / And here is the one-eyed merchant, and this card, / Which is blank, is something he carries on his back,

Brook, Hammond, Hirst, and the class of [ENG287 "The Digital Text"](#)
University of Toronto

[Undergraduate class collaboration](#) with instructors

Data Visualization: Searching for Residential Schools

What it is

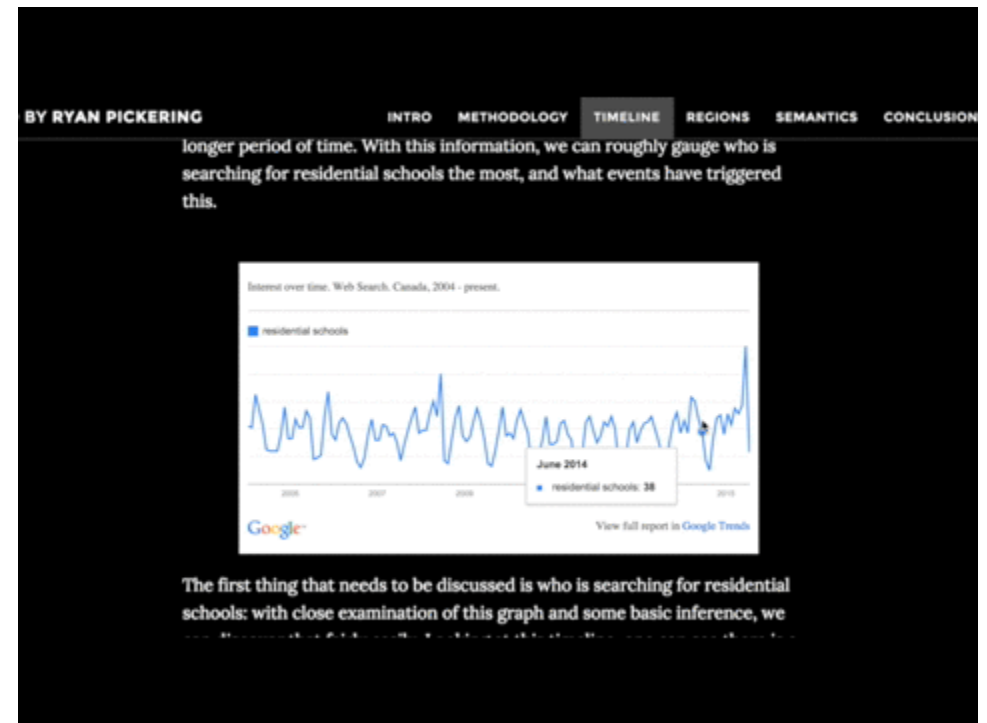
An analysis of (Canadian) Google search trends for "residential schools"—who is searching and why?

What you'd need

- [Google Trends](#)
- To publish: [Github Pages](#), [Start Bootstrap](#)

Get started

- [Intro to Visualization](#) from UCLA's DH101
- Tools to try:
 - [Tableau Public](#)
 - [Google Fusion Tables](#)
 - [Palladio](#)
- [Network analysis](#) using [Gephi](#):
 - [Demystifying networks](#)
 - [Gephi tutorial \(PDF\)](#)



Ryan Pickering

Carleton University, Ottawa

Assignment for "Crafting Digital History" (#hist3907b), taught by
[Shawn Graham](#)

More Resources

- [The original "How Did They Make That?" plus video](#)
- [DH Tools for Beginners](#)
- [DH101: Intro to Digital Humanities](#)
- [Introducing Digital Humanities Work to Undergraduates: An Overview](#)
- [UVic DHum on Twitter](#)