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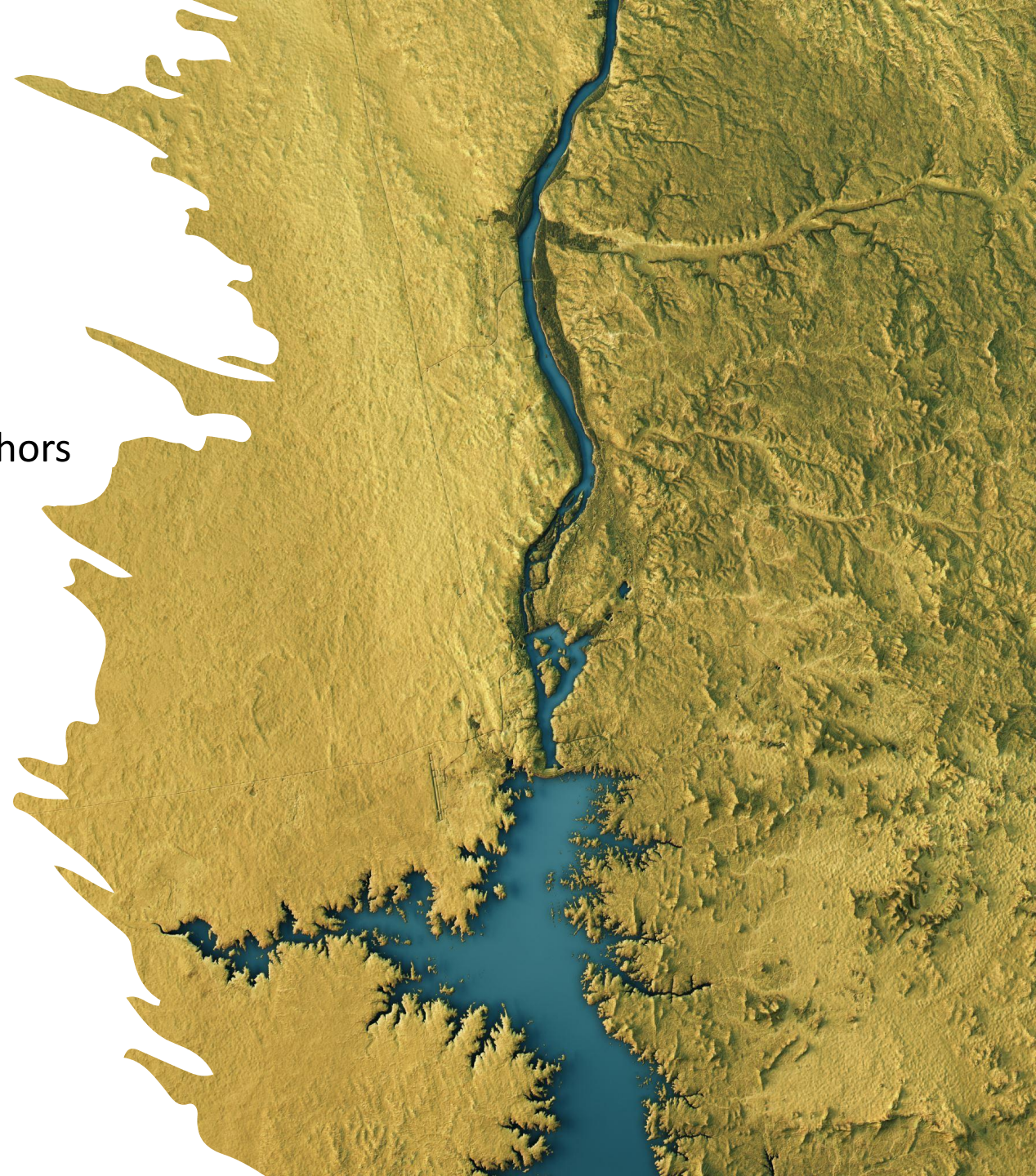
AMICAL
Consortium

Digitally mapping literary spaces

January 12, 2023

Overview

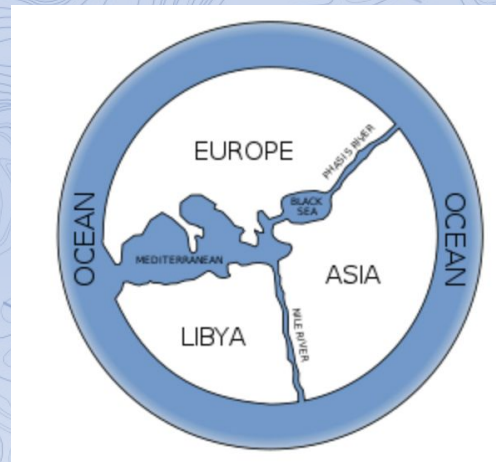
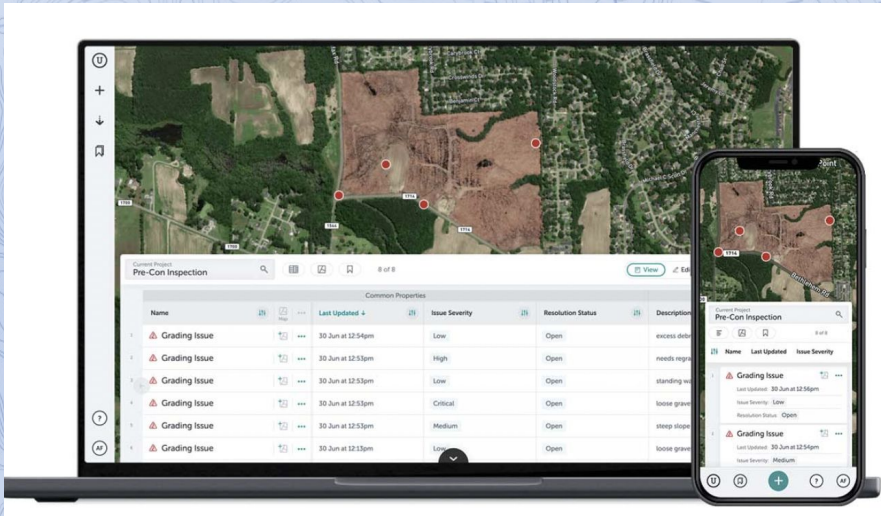
- Introduction
- Mapping literary spaces
- Examples of digital maps of literary texts and authors
- Why do we map literary spaces?
- How do we map literary spaces?
- How do we map emotions in literary spaces?
- Considerations before we map texts
- Hands on with:
 - Google My Maps
 - StoryMapJS
 - Palladio
- Optional assignment for our next workshop on “Pedagogical applications of digital mapping”



Introduction

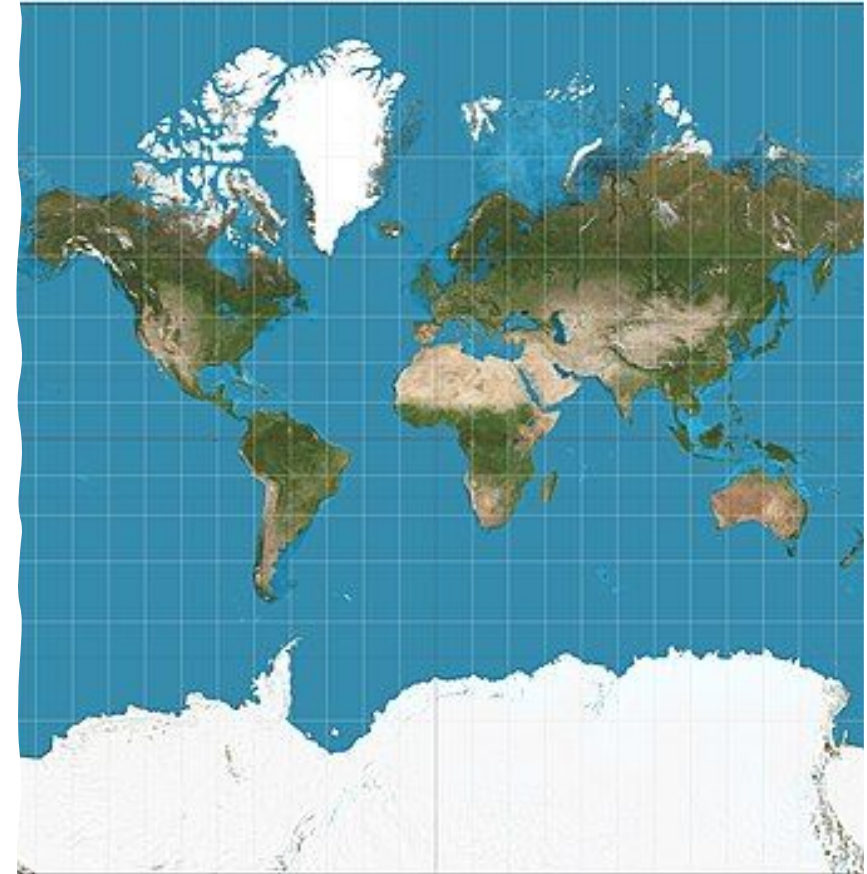
Maps precede the written word by thousands of years

Humans have documented their surroundings for thousands of years in different representations: cave paintings, stone tablets, religious maps, printed and digital maps <https://www.uneearthlabs.com/blogs/history-of-maps>



Do maps tell the truth?

- Maps are political and may not be as accurate as real-life maps
- Check the [Mercator projection](#) which is one of the most common map bases
- The Mercator projection inflates the size of objects away from the equator. This inflation is very small near the equator but accelerates with increasing latitude to become infinite at the poles. So, for example, landmasses such as [Greenland](#) and [Antarctica](#) appear far larger than they actually are, relative to landmasses near the equator, such as Central Africa.

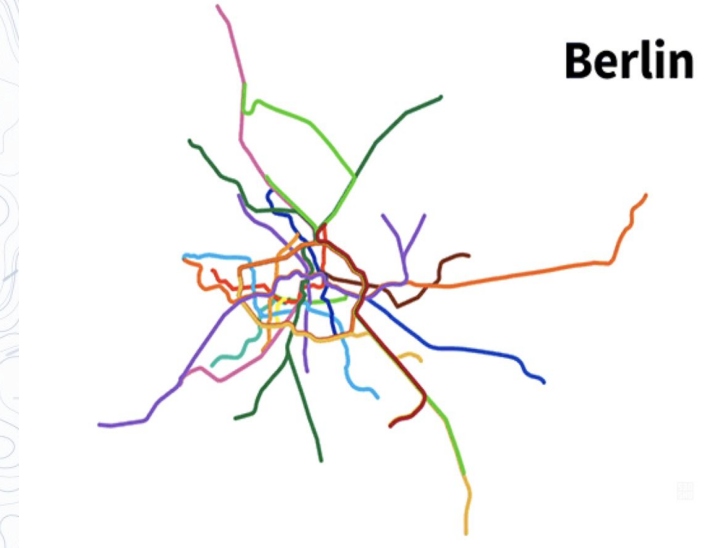
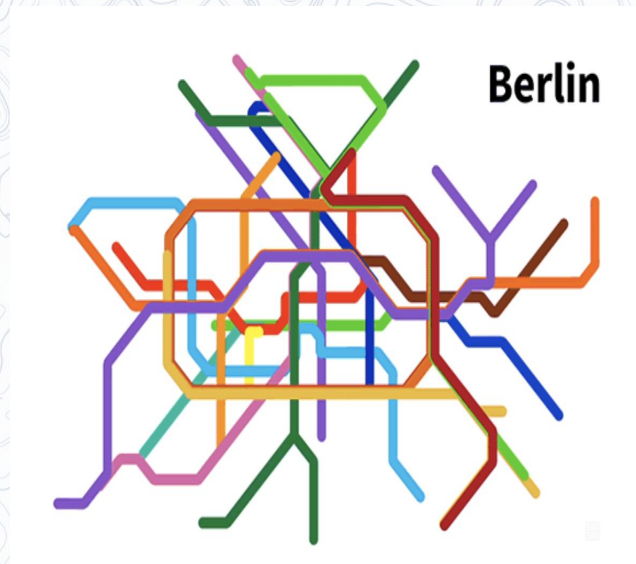


Warped maps

subway maps

<https://mymodernmet.com/animated-subway-maps/>

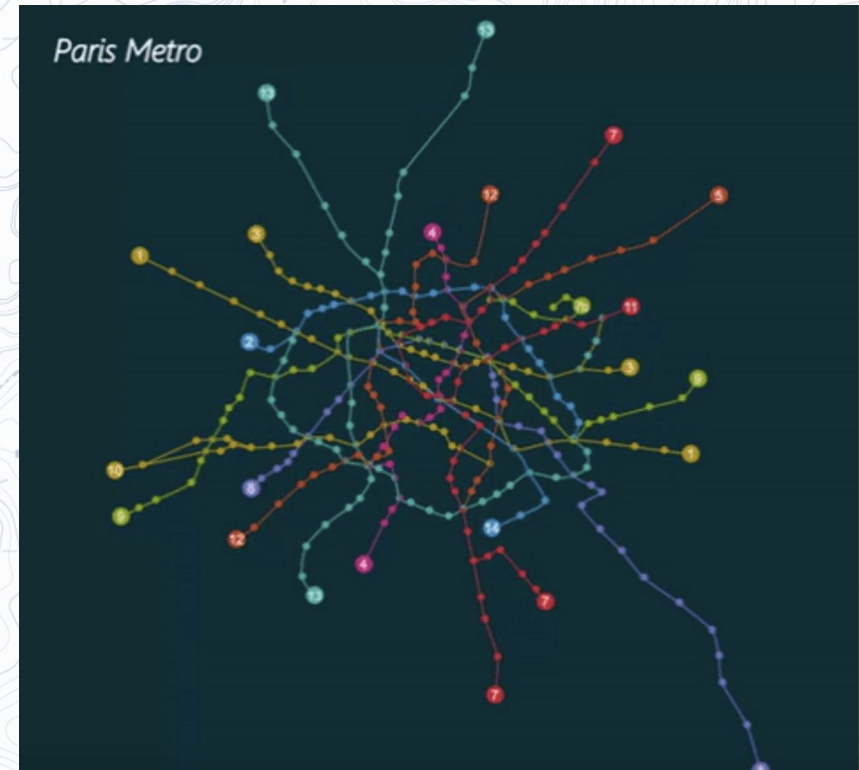
Platial VS Spatial Maps



Warped maps

<https://mymodernmet.com/animated-subway-maps/>

Platial VS Spatial Maps





Mapping literary spaces

Displacement and the advancement of technology resulted in a heightened attention towards and movement through space

Use of maps in the humanities adopted from geography and archaeology

(El Khatib, Randa & Jarkas, N., 2020 Slide: 3,4)

Mapping literary spaces

“Time and space have always been intrinsically linked to fictional texts: they help define what is called ‘the setting’ of a story.”

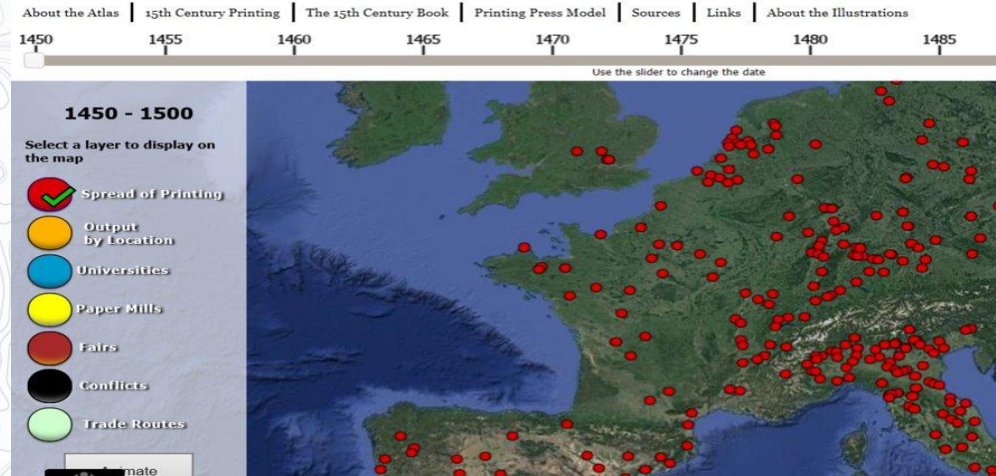
When and where does it take place? Is one of the first questions the reader usually asks oneself when he starts reading a text.

Gradually, space became a major metaphor in literature and literary criticism has seized space as a new tool and stake. (*Peraldo, 2016*)

The Spatial Turn

- Nowadays, the Spatial Turn has witnessed an increasing number of theses written and books published on the relationship and interdependence between literature and geography
- With the introduction of freely available digital mapping tools, students and scholars, alike, can now explore and further analyze the omnipresence of space in literary texts
- The following presentation will introduce you to a number of different DH literary mapping projects, platforms, and considerations that can impact your approach to the field
- By the end of this section, you will be able to choose which DH mapping platform corresponds to your research approach to literary texts and authors

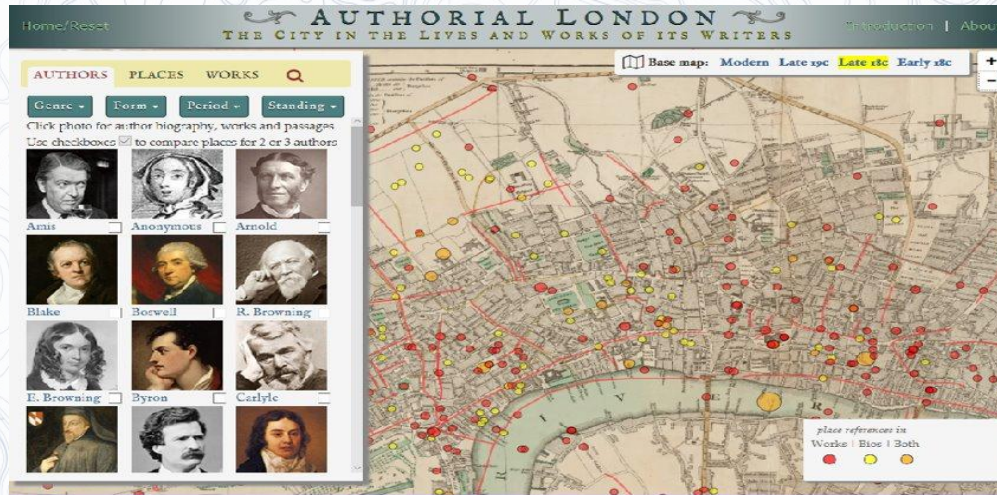
Examples of Digital Mapping projects



[Atlas of Early Modern Printing](#)

- Designed as a teaching resource the "Atlas of Early Printing is an interactive site designed to be used as a tool for teaching the early history of printing in Europe during the second half of the fifteenth century. While printing in Asia pre-dates European activity by several hundred years, the rapid expansion of the trade following the discovery of printing in Mainz, Germany around the middle of the fifteenth century is a topic of great importance to the global history of communications, technology, and the dissemination of knowledge.
- The data mapped by the Atlas is drawn from databases and from the collation of information from print and other sources. When data is derived from an online database, the source is credited.
- The aim of the Atlas of Early Printing is to take this type of information and allow it to be manipulated, while also providing contextual information that visually represents the cultural situation from which printing emerged. Layers can be turned on and off to build a detailed atlas of the culture and commerce of Europe as masters and journeymen printers ventured to new towns and markets seeking support and material for the new art of printing.

Examples of Digital Mapping projects



Authorial London

- “The **Authorial London** project is compiling and mapping references to places within London found in works by writers who have lived there.”
- At present our corpus includes roughly 1,600 passages from 193 works written between the 14th and 20th centuries by 47 authors from 12 literary communities (periods). The site allows exploring and analyzing them from literary, geographical, and biographical perspectives, on dimensions of genre, form, literary community (period), social standing, and neighborhood.

<https://authorial.stanford.edu/#authors>

Digital Mapping of literary texts

Mapping literary texts:

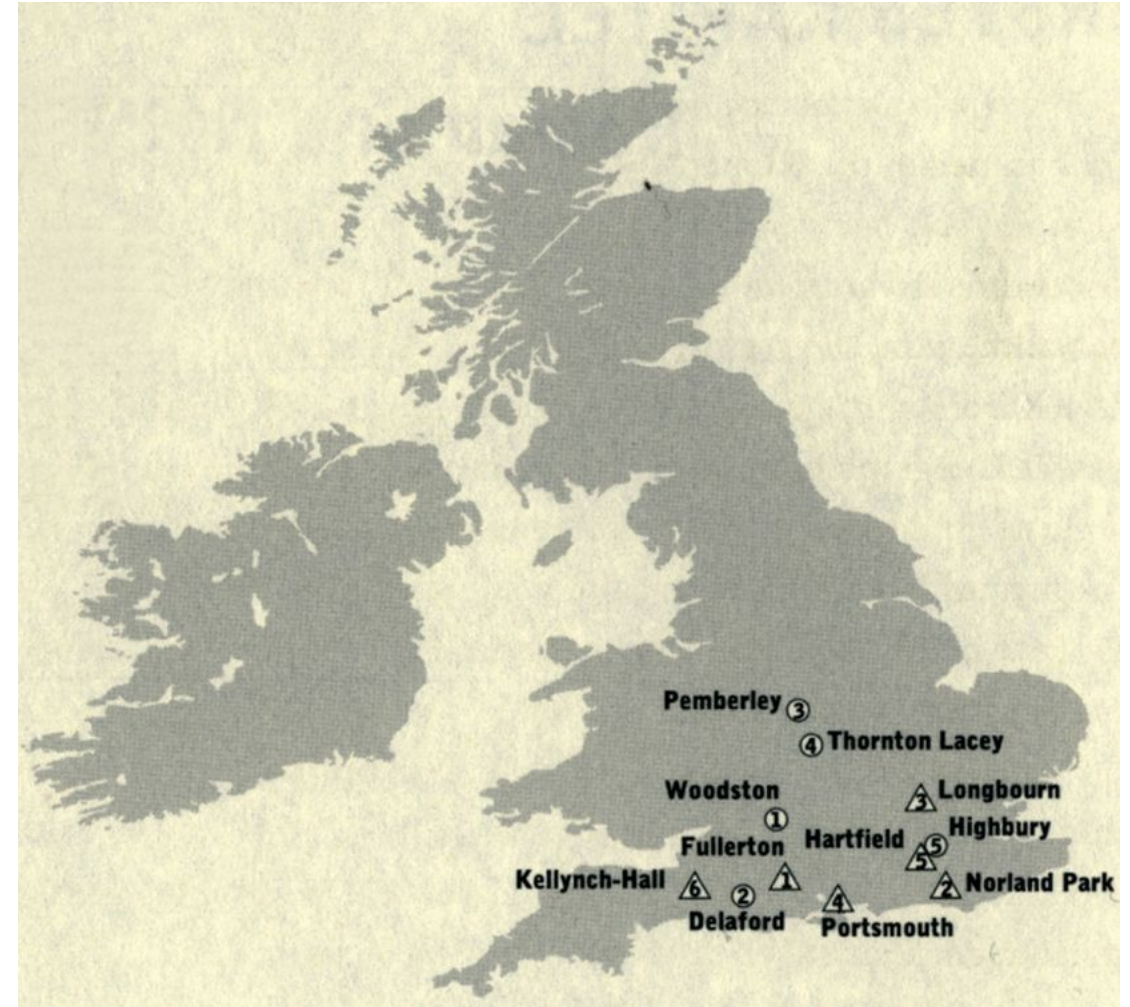
- helps trace patterns that often remain unseen through close reading
- helps approach the full scope of spatiality and/or place name references
- allows to trace the movements of people/characters/events
- allows to ask alternative questions and adopt new research approaches due to the visual nature of maps

(El Khatib, Randa & Jarkas, N., 2020 Slide: 6)

What insights do we draw from mapping Austen's novels?

Jane Austen's England

- Moretti mapped the places, where the narration does start (triangles), and those where the plot comes to a happy or unhappy end (circles).
- You see again immediately that Austen could have had a whole lot more space on her disposal – but she didn't make use of this option.
- Writing her novels, she did deliberately not introduce colorful settings like London, the Lake District, or the Highlands in Scotland, and she neither turns west, to the "green Island" Ireland, nor east, to the continental geography
- The map shows her small geographical radius



Jane Austen's England (Moretti, 1998): Piatti et al Mapping Literature: Toward a Geography of Fiction

Literary Mapping Projects with Pedagogical Values

[Mapping Dubliners Project](#)

- Mapping *Dubliners* is a digital project featuring two interactive maps of all the locations and routes mentioned in James Joyce's *Dubliners* and a blog that examines each of those places in depth. The project developed into a reference tool and critical resource for scholars and students who want to explore the geospatial elements of James Joyce's *Dubliners*.

- The Google Maps version of the *Dubliners* map is available online by clicking the link to the left. It contains a list of every referenced location in the text as well as routes taken by the characters.
- The Google Earth version of the *Dubliners* map features all places mentioned in the text as well as character routes.

- The above project enhanced students' literary geographical knowledge

- It also assisted students in visualizing the complex geographies of mobility, stagnation, and paralysis evident in James Joyce's canonical short story collection.

- It became a platform for students to post blogs about their own interpretations and experiences with mapping the characters' movement and routes in the texts. (see [instructions](#) for contributions to the blogs)

Literary Mapping Projects with Pedagogical Values

- The University of Glasgow's [Editing Robert Burns for the 21st Century](#) project
- This project incorporates three digital mappings of the poet's tours in the Highlands and Borders of Scotland
- These maps all adopt the close reading approach to literature and allow the readers/users to trace Burns' movements across historic maps to offer a point of virtual connection with the wider global community

Click on the blue markers for highlights from Burns's Highland Tour (August-September 1787) and to read what Burns had to say about some of the interesting places he visited

<https://burnsc21.glasgow.ac.uk/highland-tour-interactive/>

Why Do We Map Literary Spaces?

- [Mapping the Lakes](#)
- Maps two tours: Gray's account of his 1769 tour and Coleridge's 'circumcursion' of August 1802
- this project aims to test whether Geographic Information Systems (GIS) technology can be used to further the understanding of the literature of place and space. [These comparative maps reinforce the notion that Coleridge's spatial experiences concentrate on a relatively small, delimited section of the Lake District; whilst Gray's movement through the landscape covers a wider geographical area. Gray preferred civilized hospitality, while Coleridge was in pursuit of isolated areas in the western Lake District.]
<https://www.lancaster.ac.uk/mappingthelakes/Comparative%20Base%20Map%202.html>
- [Mapping St. Petersburg](#) along with the aim of making the city of St. Petersburg a major character and theme in Russian Literature, this project allows users to “examine the role of real place, as opposed to symbolic space, in literature.”

Understanding the representation of real geographies in literary works has the potential to explain our response to our physical surroundings and the way the landscape in which we live shapes our culture. <http://www.mappingpetersburg.org/site/>

Why Do We Map Literary Spaces?

- Since Petersburg's evolution as a literary space coincided with the evolution of Russian literature throughout the nineteenth century, it has the potential to reveal a great deal about the role of geography in literary production. **What is the relationship between the real and the imagined city? How is the city's geography represented in literature? How are the different spaces and times of the city inscribed?**
- The process of thinking cartographically about literary texts is in itself a form of self-reflective critical practice
- The mapping techniques do not simply illustrate texts, but rather, interrogate them
- When encountering "unmappable" locations and spaces, however, the student/reader can ask the question: **what do unmeasurable spaces push us to ignore?**
- **What do maps tell us about city and text?**
- **Where were the locations associated with indoors and outdoors activities, day and night, etc.?**
- "Mapping the abundant geographical detail in Dostoevsky's novel *Crime and Punishment*, one of the central works of the Petersburg text, gives the opportunity to develop and test approaches to literary cartography. **What does it mean to map a text? What can – and cannot – be mapped? How can it be mapped? And what can the resultant maps and focus on the specifics of place tell us about both the novel and the city?"** <http://www.mappingpetersburg.org/site/>

Why Do We Map Literary Spaces?

- Collaboration between literary scholars and cartographers to explore the complex overlays of real and fictional geographies is very vital in DH mapping projects
- More projects on authors include:

- [The London of Sherlock Holmes](#)

London locations mentioned in the Sherlock Holmes stories. Each pin refers to a location that is mentioned in the stories. Page numbers refer to the Folio Society edition, 1994

- [Mapping Literary London](#)

... In a class focused so much on London, we decided to compile and tally every London-area location mentioned in *A Journal of the Plague Year*, *Oliver Twist*, *The Waste Land*, *Mrs. Dalloway*, and *Saturday*. Plotting this data to a current map of London, we determined that there are several places, streets, and areas throughout London that are universal throughout all 5 works we studied. The data plotted to a map of London establishes a positive correlation between these “universal locations” found in the literature and the iconic images and ideas of the city. These icons of the city, of the real London, inspire authors to create a “Literary London.” By mentioning such places in their work, a physical Literary London can be pinpointed by the most densely referenced regions of the city per area.

- [Mapping Woolf’s London](#)

- wrapped shapes on the maps make the places less legible, transformed by the literary meanings attached to the place in the novel.
- “The Z-Axis tool transforms the map, making it less legible, and more suggestive, and prompts its interpreters to return to the novel to make interpretations and new meaning and readings of the text. Literary writing, lived experience, and history bring to bear layers of meaning on a place. The warped peaks on the Z-Axis map invite readings that take into account these intersecting meanings.”

<https://opencuny.org/adonlon/mapping-woolfs-london/>

How do we Map Literary Spaces?

- Google maps and Google Earth have been used in a plethora of digital projects
- We need texts that have geo-references to places
- If we want to go further, we need adjectival/emotional responses associated with “keywords” found in these places and locations in the texts

How Do We Map Literary Texts for Emotions?

- Mood mapping or emotion mapping is not as easy as it might sound, there could be contradictions and misleading subtleties and nuances of textual accounts associated with the same geo-referenced place which has made this endeavor very challenging for both the cartographer and literary critic.
- According to Piatti, Reuschel, and Hurni, when attempting to map literary texts, we look for 5 main categories:
 - Settings,
 - Zones of Action,
 - Projected Spaces,
 - Topographical Markers,
 - Paths or Routes of Characters

Piatti, B., Bär, H.R., Reuschel, A.K., Hurni, L., Cartwright, W. (2009). Mapping Literature: Towards a Geography of Fiction. In: Cartography and Art. Lecture Notes in Geoinformation and Cartography. Springer, Berlin, Heidelberg.
https://doi.org/10.1007/978-3-540-68569-2_15

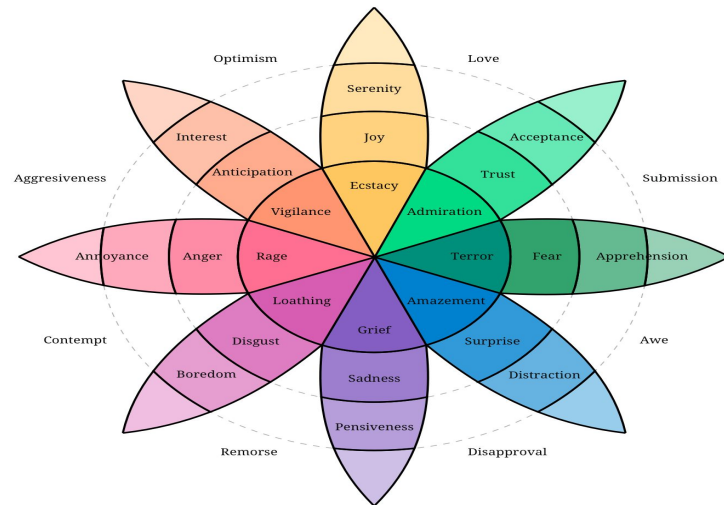
How Do We Map Literary Texts for Emotions?

- Projected spaces are the places that a fictional character thinks of, remembers, is longing for or imagines, without being there physically in comparison to settings, and zones of action where the actual plot takes place

Iosifescu Enescu, Cristina & Montangero, Jacques & Hurni, Lorenz. (2015). Toward Dream Cartography: Mapping Dream Space and Content. *Cartographica: The International Journal for Geographic Information and Geovisualization*. 50. 224-237. 10.3138/cart.50.4.3137.

- Check the table which shows the complexities of mood mapping and literary cartography in [Mapping the Lakes Project](#)

Plutchik's Wheel of Emotion



Considerations Before Mapping Literary Texts

- Mapping emotions, as such, is not as easy as it may sound:
- Keep the following in mind, before you start placing your markers on a map:
- Spaces and places in fiction differ from those in maps
- The way settings are described within a work of fiction are quite different from fiction to fiction, and have their own inherent rules
- There are undermined spaces in fiction that cannot be captured on a map
- Settings are fragmentary, fictional space is completed and developed through the imagination of the reader

Considerations Before Mapping Literary Texts

- Settings have uncertain, vague boundaries, neither physical nor natural, nor administrative, man-made boundaries
- Settings are sometimes difficult to localize and can result in an indeterminate location
- The 'real-world counterpart' of a setting can lie in any time epoch; the intervening years may have altered the topography
- Settings can be transformed or remodeled by the author from the beginning or in the course of the story

Considerations Before Mapping Literary Texts

- The extent of a setting can vary from a room inside a building to an international or worldwide level (theoretically, even galactic expansions such as in most science fiction)
- The density of settings per text can vary between occasional and accumulated places
- Settings are used to create an ambiance or are used as a metaphor; they also have aesthetic functions
- Settings and spaces reflect our psychic states
- Geography shapes the narrative structure of the novel/story/text

Discussion

Hands on with Google My Maps

tables for mapping

https://drive.google.com/drive/folders/1brofRj_Ut4SAgAr9so5JA2lxOwn7pb9o?usp=sharing

Hands on with Google My Maps

Create a map: <https://support.google.com/mymaps/topic/3024924?hl=en>

1. On your computer, sign in to Google [My Maps](#).
2. Click **Create a new map**.
3. Go to the top left and click "Untitled map."
4. Give your map a name and description.
5. Next to "Base Map" in the bottom of the left panel, click the down arrow
6. Choose one of the styles

Add places to your map

- Click “Add marker”
- Select a Layer
- Click where to add the place
- Give your place a name
- Click “Save”
- You can search for places in the Search Bar
- Add a name of a place
- Click one of the results
- If it’s the one you want, click add to map
- Click save

Adding lines and shapes

- Click Draw a line
- Select a layer and click where to start the line
- Click each corner or bend of your line or shape
- Give them a name and click save
- You can share the map by inviting collaborators:
 - Click on Share
 - Share on Drive

Importing mapping features from a cvs file

- Add your map items on a spreadsheet
- Import your spreadsheet and restyle the markers.
- Students need time to develop their spreadsheets
- Topo text can be used to extract locations of a number of texts

Mapping with Topotext



What is Topotext?

- Topotext is "an interactive tool for digital mapping of literary text. Topotext takes as input a literary piece of text such as a novel or a biography article and automatically extracts all place names in the text. The identified places are then geoparsed and displayed on an interactive map."
- **Beginning:**
- Download **topo-v2.jar** from <https://github.com/rkhatib/topotext/blob/v2/topo-v2.jar>
- It is approximately 35 MB. Click *start up* at the first window. Click *browse* to load a plain text file with .txt extension.
- It can take some time for the application to upload and map a text
- **Extracting locations**
- The tool will load in the text and extract locations. We use out of the box Stanford NLP for NER here to search for the LOCATION features. When the locations pull down menu populates, the place names have been extracted.
- Select a location and click *highlight location* to provide a KWIC view, moving back and forward in the text with *previous* and *next*. This view is always available for close reading. [TopoText v2 documentation] [Topotext documentation](#)

Mapping with Topotext



Creating a leaflet map of locations

- Be sure to have Firefox installed as your default browser and to update Java. Click on *show map* to generate an html file openable in Firefox of all place names extracted from the .txt file that can be matched to GeoNames. This function is the slowest of all and depending on the number of places it can take a few minutes. If you wish the glyphs on the map to be weighted by place, check the *show weights* box. When the show map button goes white again, click it to get a save prompt.

Exporting the locations and possible locations and spatial data

- Click on *export* to be able to export the data that created the map mentioned above. The csv file will contain not only the top exact match from the open GeoNames gazetteer and the corresponding latlong spatial data for the place names, but also other possibilities for the place names lower down in the list. You will be prompted to save this file. Be sure to add the .csv extension. [TopoText v2 documentation]

Mapping with Topotext

	A	B	C	D	E	F	G
1	Location	Country	X	Y	weights	Annotation	
2	Franklin	United States	39.96118	-82.9988	5		
3	Franklin	New Zealand	-37.1667	175	5		
4	Franklin	Antarctica	-76.0833	168.3167	5		
5	Franklin	Australia	-33.6016	136.9415	5		
6	Franklin	Canada	45.04682	-73.9005	5		
7	England	United Kingdom	51.50853	-0.12574	27		
8	England	Jamaica	17.99358	-77.4661	27		
9	Neptune	Israel	29.54976	34.9563	1		
10	Neptune	Papua New Guinea	-4.49477	145.4554	1		
11	Neptune	Trinidad and Tobago	10.83333	-60.9	1		

Editing those, annotating the places and re-importing the data

- In a text editor or spreadsheet, there are two ways that you can affect how TopoText maps the place names. First, reading the text examples, you can change the order of the listed places to reflect more accurate geoparsing, and the first listed on in the csv file is the one that TopoText will map. Second, you can also add a small annotation to appear in the pop-up box in the column Annotation. Click on *import* to ingest the human corrected data. The corrected, exported spatial data with annotations can also be used in other web mapping environments: Carto, MapBox, Google Maps, etc. (Be sure to eliminate doubled values first!)[TopoText v2 documentation]
- We can, as such, **use** the application to extract locations and annotations on a spreadsheet and upload it on **another** mapping app

Mapping with StorymapJS

- [StoryMapJS](https://mcgrawect.princeton.edu/tool/storymaps/) is a wonderfully intuitive tool for creating multimedia projects that link locational information with text and images to create maps that can act as story-telling devices or timelines.
- “Students can get started with StoryMapsJS with only minimal training and produce an attractive, interactive, and potentially informative resource.”
<https://mcgrawect.princeton.edu/tool/storymaps/>
- “StoryMapsJS is one of a few tools that enforces a display based on a sequence of events, reinforcing the narrative nature of this tool. This can be particularly useful for student projects that recount travels, pilgrimages, migrations, or series of events in which the sequence has meaning.”
- “As with most other digital projects, StoryMapJS provides students with an online artifact that persists after the course has finished.”

Mapping with StorymapJS

- StoryMapJS is also great for showing complicated series of events that can be broken down into location- and time-linked chunks, such as depicting the journey of a traveler, like in [this example](#) which shows Arya's travels in *Game of Thrones*.
- Check the report on how the map was created <https://knightlab.northwestern.edu/2014/04/04/storymapjs-gigapixel-tool-follows-game-of-thrones-adventure/>
- Sometimes, useful StoryMaps can be created without temporal data. However, StoryMapJS won't be useful if you're missing geographic data: you might want to try [Timeline JS](#) instead.

Mapping with StorymapJS

- To create your narrative on StoryMapJS go to [the knightlab website](#) and check some of the examples there
- Read about some of the improvements made to the app [there](#)
- You can use StoryMapJS to tell narratives about your project topic and / or to show a chronological and temporal journey of a historical movement and /or theme. Learn more [below the example](#).
- Visit the [Knightlab blog](#) for other apps and thoughts by the designers and teams
- A StorymapJS example: Mapping *Frankenstein* is [here](#).
- Note how the mapper reflects on what the mapping [accomplishes](#)
<https://uploads.knightlab.com/storymapjs/b2925168b9a3deca018d1b1dfc90467b/frankenstein-map/draft.html>

Mapping with StoryMapJS

[Instruction manual for Mapping with StoryMapJs](https://mcgrawect.princeton.edu/guides/KnightLab-StoryMaps.pdf)

<https://mcgrawect.princeton.edu/guides/KnightLab-StoryMaps.pdf>

- Go to [the knighlab website](#) and log in with your google account
- Provide a title for your StoryMap and click Create to be taken to the editing screen.
- In this screen are several areas. Along the left-hand side of the screen, you can select and add 'slides' to your presentation.
- The currently active slide, highlighted in red, is edited using the two areas at the bottom of the screen and associated with a geographic location using the map window.
- The first slide of your presentation is a title slide and does not have a specific geographic point associated with it. For now, change the Headline to something more appropriate.

Mapping with StoryMapJS

- Click the Add Slide button to add your first location.
- Add a title (headline) and text to be associated with this location in the lower right.
- Add an image to be associated with the location by either pasting a the URL of an online image the Media section or uploading an image.
- You can generally get the URL of an image on the web by right clicking on that image (Control + click on Mac) and selecting Copy Image Location.

Mapping with StoryMapJS

- The use of image URLs in StoryMaps can be a bit tricky and does not always work properly, especially if the URL uses `http://` rather than `https://`.
- If the image transclusion does not work, save the image to your computer and then use the file upload.
- Associate the slide with a location by navigating the map and double clicking or dragging the marker.
- Remember to click the Save button at the top of the screen to save your work

Mapping with StoryMapJS

- Continue to add slides to your project.
- At any time you can get a Preview of the map by selecting the Preview tab just above the map.
- As you will see when you preview your project, StoryMap display locations in a strict sequence. Back in edit mode, you can drag slides to change this sequence.

<https://mcgrawect.princeton.edu/guides/KnightLab-StoryMaps.pdf>

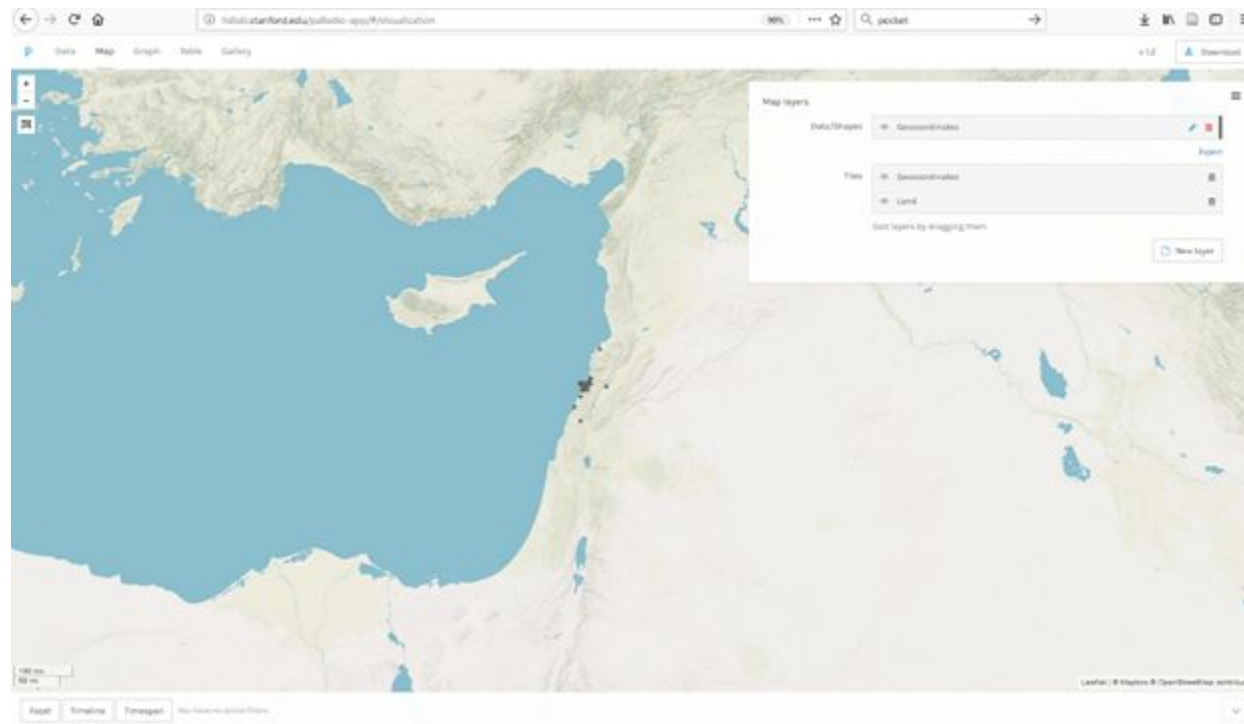
Palladio

- [Palladio](#) is a user friendly web-based toolset that allows you to map and analyze networks.
- It creates visualisations from your tabular data as well as maps, timelines, galleries, tables, and linked networks
- It is created and supported from the Office of Digital Humanities: the National Endowment for the Humanities, the Vice Provost for Online Education at Stanford, the Wallenberg Foundation, the Stanford University Libraries, and the Dean of Research at Stanford.
- It is a product of the ["Networks in History" project](#): Stanford: [Mapping the Republic of Letters](#) (MRofL)

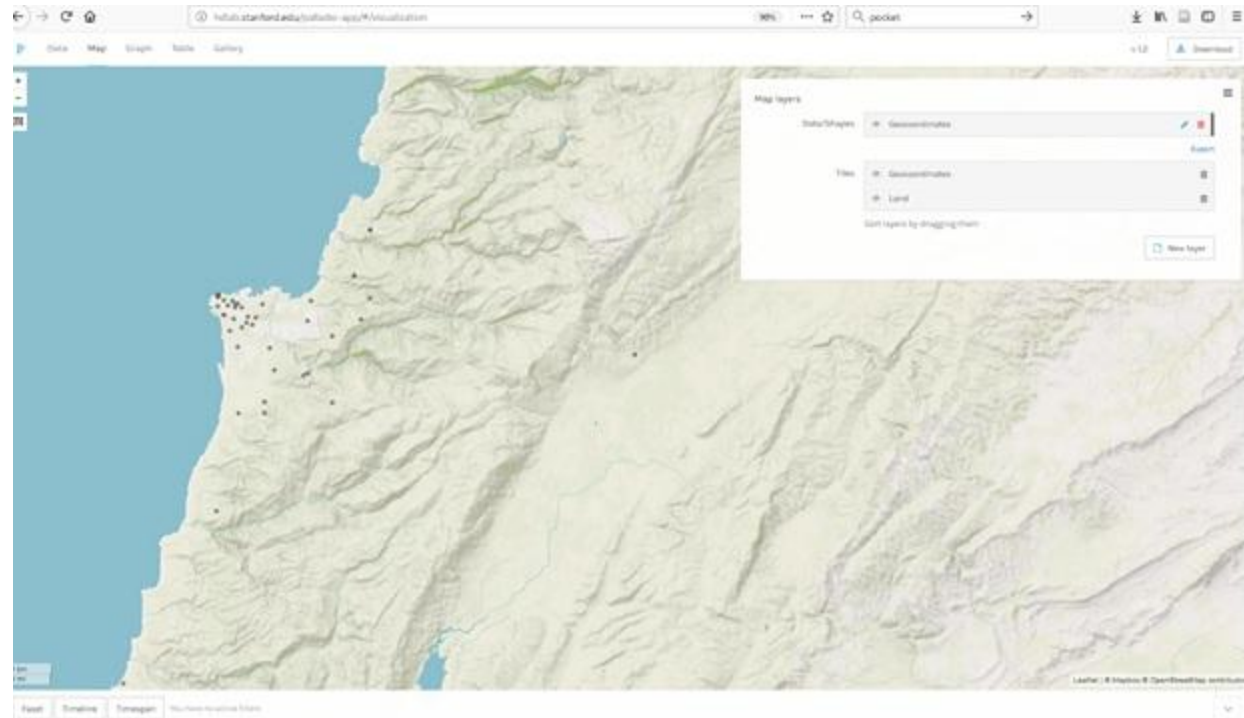
Mapping with Palladio

- All you need is the internet
- A spreadsheet containing your data
- You do not need to create an account with Palladio
- However, you can't store data in Palladio
- You also can't export dynamic visualizations
- You can save static visualizations by either taking screenshots or downloading them as (.json) files

Snapshot of a map in Palladio



Snapshot of a map in Palladio



What kind of data does Palladio need?

- Palladio likes structured data stored in spreadsheets, categorized, sorted, and cleaned
- Each column in your table becomes a category in Palladio
- Palladio likes to browse temporal and spatial data
- Image URLs can be added to create a gallery
- Geo coordinates allow you to create maps
- Digitized long texts, however, do not have a place in Palladio

Note:

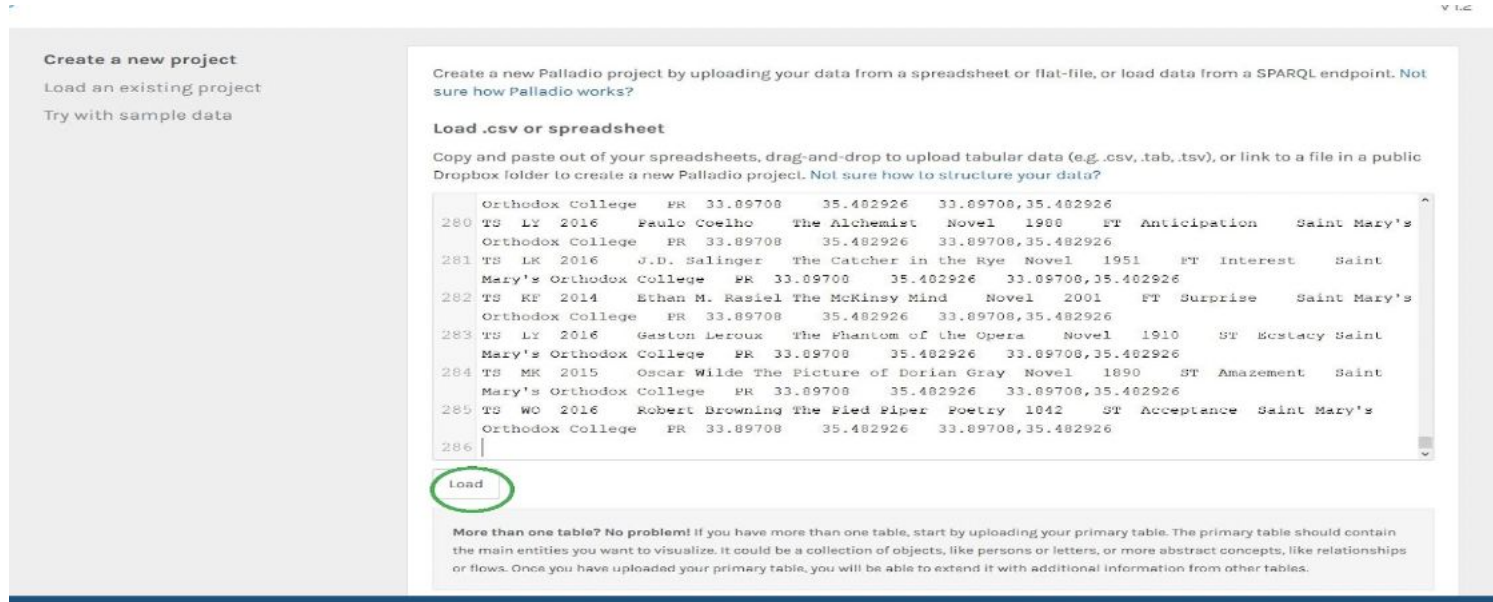
- Palladio may experience some bugs, so work slowly
- To restart, just refresh (but you will lose all old visualizations)

Palladio can do more than mapping your data

- Palladio offers Ss different forms of representation: graphs, maps, tables, & timelines
- Graphs show network visualizations
- They allow Ss to see the world as a set or relationships
- Examining those graphs can be very useful in making Ss understand those relationships
- Ss can see and study how people and things are connected to each other
- They can visualize character networks in literary texts, and map their movements in time and space

Uploading your data on Palladio

- Upload your data by either:
copying & pasting all your data in table 1 into Palladio
or dragging your .csv file into the window
- Click Load



Create a new project
Load an existing project
Try with sample data

Create a new Palladio project by uploading your data from a spreadsheet or flat-file, or load data from a SPARQL endpoint. Not sure how Palladio works?

Load .csv or spreadsheet

Copy and paste out of your spreadsheets, drag-and-drop to upload tabular data (e.g. .csv, .tab, .tsv), or link to a file in a public Dropbox folder to create a new Palladio project. Not sure how to structure your data?

Orthodox College	PR	33.89708	35.482926	33.89708,35.482926
280 TS LY 2016 Paulo Coelho The Alchemist Novel 1988 FT Anticipation Saint Mary's	Orthodox College	PR	33.89708	35.482926
281 TS LY 2016 J.D. Salinger The Catcher in the Rye Novel 1951 FT Interest Saint	Mary's Orthodox College	PR	33.89708	35.482926
282 TS KF 2014 Ethan M. Rasiel The McKinsy Mind Novel 2001 FT Surprise Saint Mary's	Orthodox College	PR	33.89708	35.482926
283 TS LY 2016 Gaston Leroux The Phantom of the Opera Novel 1910 ST Ecstasy Saint	Mary's Orthodox College	PR	33.89708	35.482926
284 TS MK 2015 Oscar Wilde The Picture of Dorian Gray Novel 1890 ST Amazement Saint	Mary's Orthodox College	PR	33.89708	35.482926
285 TS WO 2016 Robert Browning The Fied Piper Poetry 1042 ST Acceptance Saint Mary's	Orthodox College	PR	33.89708	35.482926
286				

Load

More than one table? No problem! If you have more than one table, start by uploading your primary table. The primary table should contain the main entities you want to visualize. It could be a collection of objects, like persons or letters, or more abstract concepts, like relationships or flows. Once you have uploaded your primary table, you will be able to extend it with additional information from other tables.

Checking your data on Palladio

- You will get your data screen that shows you how Palladio has recognised your data

Do some tweaking/cleaning (all red dots need to turn grey)

Click on Show Details: give your project a title, a date, & a short description

The screenshot shows the Palladio Data screen. The top navigation bar includes 'Data', 'Map', 'Graph', 'Table', and 'Gallery'. The main area is divided into two sections. The left section, titled 'Provide a title to this project', contains fields for 'Author(s)', 'Date', and 'Description'. The right section, titled 'Untitled', shows a 'Primary table' with '284 rows'. Below this is a list of variables with their data types and status indicators (red dots for text, grey for date/number). The variables are: 'Initials of Student' (Text), 'Initials of Interviewee' (Text), 'Yr of Grad' (Date), 'Author' (Text), 'Book' (Text), 'Genre' (Text), 'Pub Yr' (Date), 'Free time (FT) or School time (ST)' (Text), 'Emotion' (Text), 'School' (Text), '(PU) or (PR)' (Text), 'Latitude' (Number), 'Longitude' (Number), and 'Geocoordinates' (Latitude/Longitude).

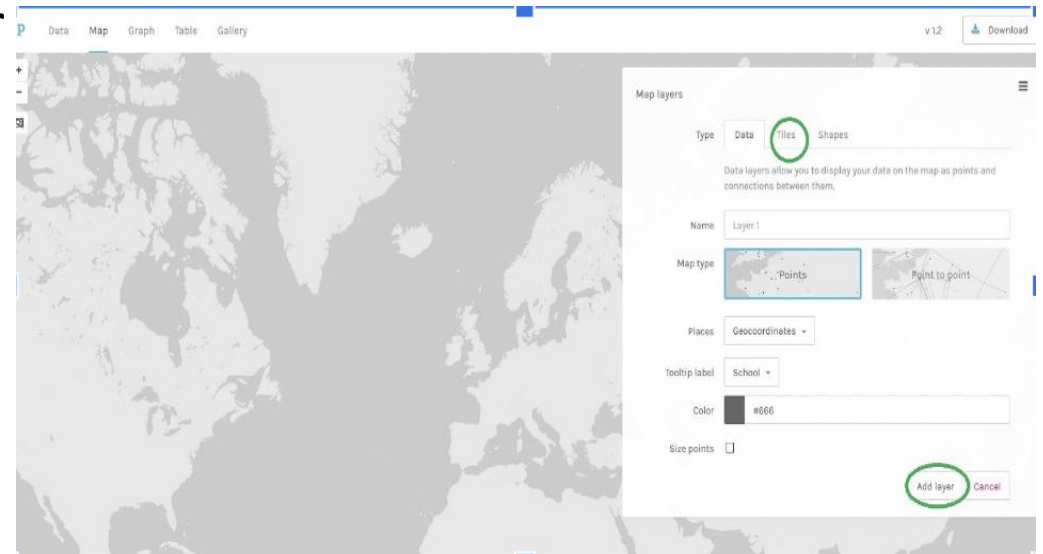
Variable	Type	Status
Initials of Student	Text	Red dot
Initials of Interviewee	Text	Red dot
Yr of Grad	Date	Grey dot
Author	Text	Red dot
Book	Text	Red dot
Genre	Text	Red dot
Pub Yr	Date	Grey dot
Free time (FT) or School time (ST)	Text	Red dot
Emotion	Text	Red dot
School	Text	Red dot
(PU) or (PR)	Text	Red dot
Latitude	Number	Grey dot
Longitude	Number	Grey dot
Geocoordinates	Latitude/Longitude	Grey dot

Creating layers on a map on Palladio

- Click on the map tab.
- Let's create a new layer and tell Palladio what we want in our layer.
- Keep the map type as Points. If you happen to have data that depicts the movement of objects from place to place, you could do a point-to-point map. But we don't have that kind of data here.
- If you click on the Places box, you should be able to choose latlong from the dropdown menu.
- The Tooltip Label, which controls the label you see when your cursor hovers over a point, can be anything you want.

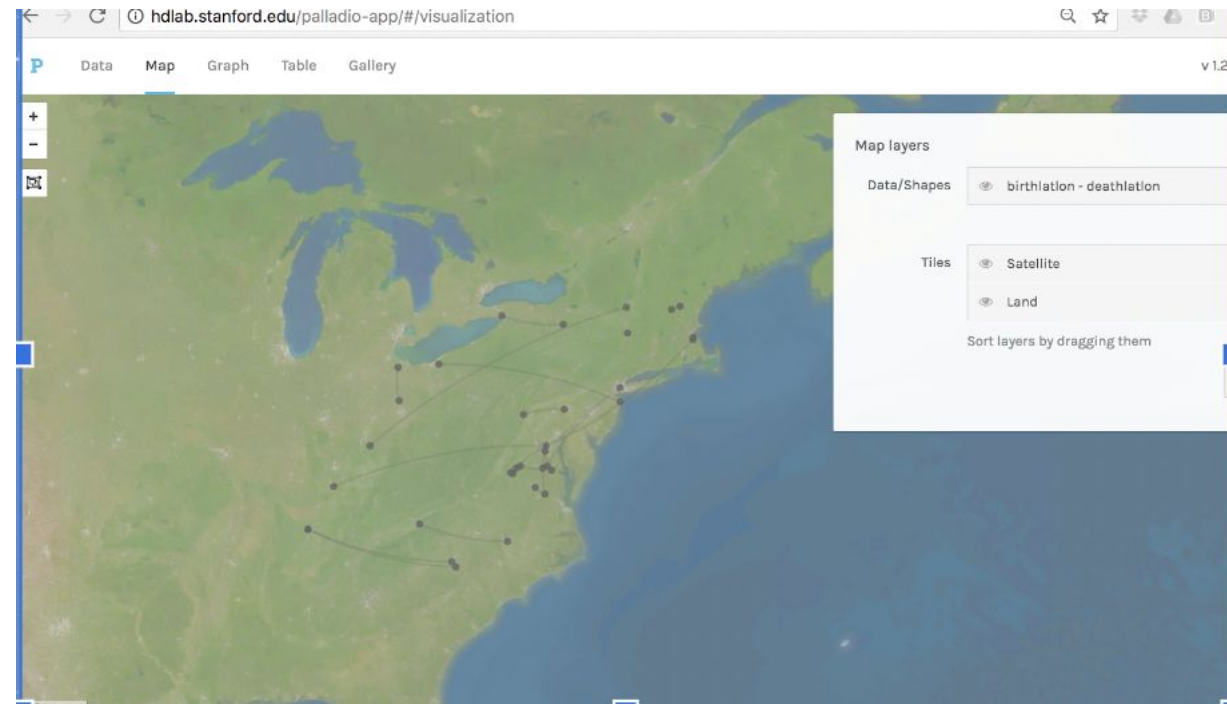
Adding layers on your map

- You can set the colors of the dots that will appear on the map
- When we first plot the points, they can be sized by items per location.
- If we uncheck that option, we can focus our attention on the unique locations.
Keep it unchecked
- In the second tab, click on Tiles to change the basemap layers
- When you've done all this, press Add Layer



Presidents map

- You can now see your map.
- Hover the cursor to see what the points represent
- Please note that you cannot download and embed this map.
- You can take snapshots and save them on your desktop



Optional assignment for next week

Think of a mapping assignment for one of your courses using one of the tools introduced in this workshop

What would students be getting out of it?

What resources and support would they need?

How would you grade it?

Sources for Palladio

- Palladio <http://hdlab.stanford.edu/palladio-app/>
Posner, Miriam. (2014) "Getting started with Palladio"
- <http://miriamposner.com/blog/getting-started-with-palladio/>
- https://docs.google.com/document/d/11Cv8fus4Z93Nf9ytWCEA5pAntFBS3V7CKYJUgSEzamo/edit?usp=s_haring
- https://www.youtube.com/watch?v=Vhe8vRCZ1_U
- <https://docs.google.com/document/d/11Cv8fus4Z93Nf9ytWCEA5pAntFBS3V7CKYJUgSEzamo/edit>
- <http://gph.is/1TZ7zRx>
- <https://media.giphy.com/media/xT0xeJpnrWC4XWblEk/giphy.gif>
- <https://programminghistorian.org/lessons/creating-network-diagrams-from-historical-sources.html#visualize-network-data-in-palladio>
- (<http://programminghistorian.org/lessons/graph-databases-and-SPARQL>
- <http://miriamposner.com/blog/getting-started-with-palladio/>
- <https://docs.google.com/document/d/1Fq6F4izrCFiBfTuBs7PoF9nmPtZLoqdFq4jjCqOptVU/edit>

Mapping with Palladio

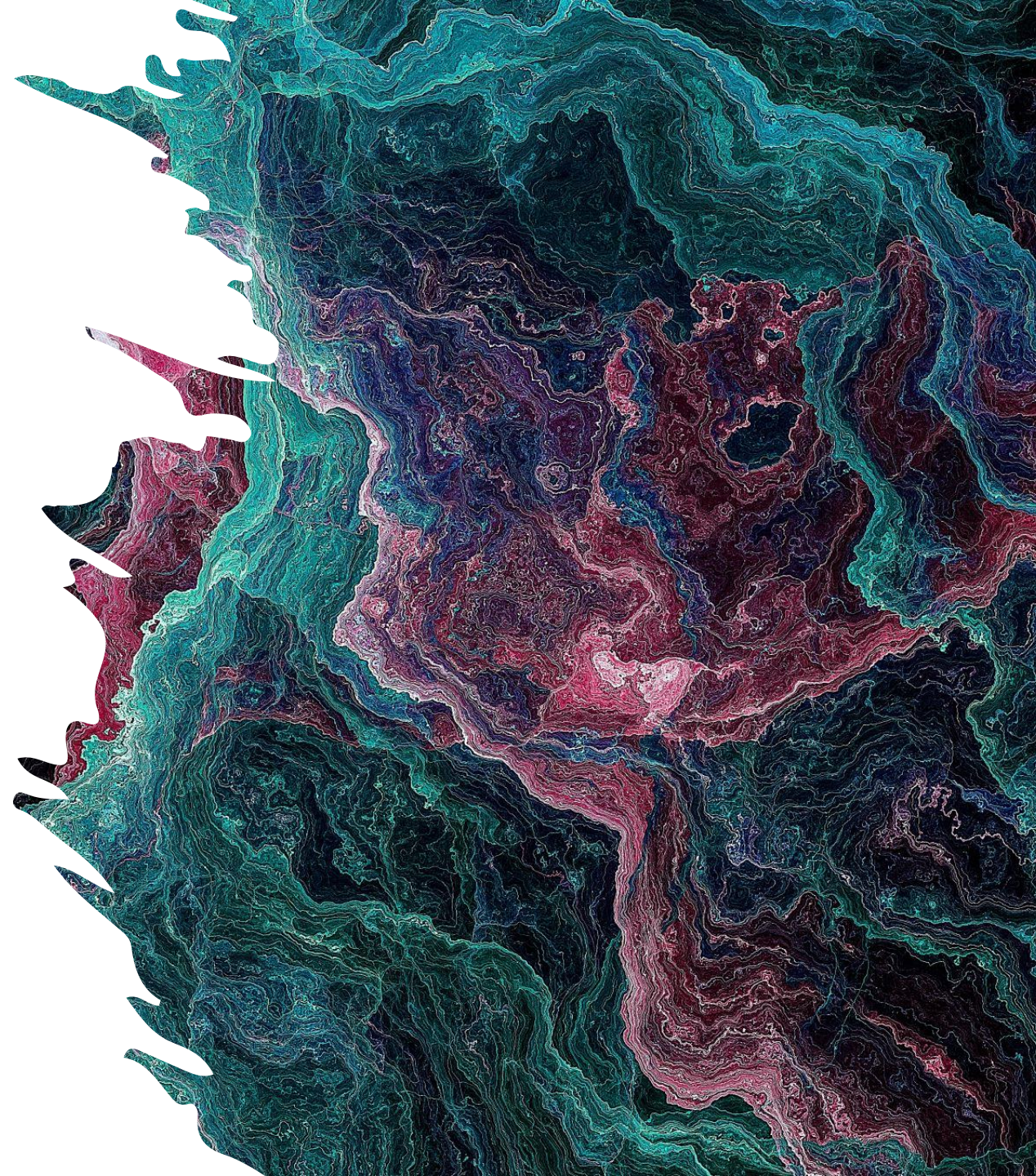
- Instructions on how to create a map on Palladio:
<http://hdlab.stanford.edu/palladio/help/>
- Getting started with Palladio:
<http://miriamposner.com/blog/getting-started-with-palladio/>

Spatial analysis Discussion

- How have you used, plan to use, are reluctant to use such mapping tools
- What do we/students gain from digitally mapping literary figures and texts?

Pedagogical applications of digital mapping

January 26, 2023



Overview

- Recap:
 - How have you used, plan to use, are reluctant to use the mapping tools presented in the previous workshop?
 - What do we gain from digitally mapping literary figures and texts?
- Mapping with Palladio: (questions)
- LOs for mapping literary spaces
- Samples of assignments
- Samples of rubrics
- How do we prepare students for mapping assignments?

LOs for mapping assignments

- Uncover the physical, historical, and visual networks underlying a text
- Learn how to convey complex ideas in the visual format of an interactive map
- Use visualizations to generate new research questions
- Use visualizations to investigate research questions
- Learn how to collect and structure humanities data
- Acquire technical skills to visualize the data

Instructions for a DH mapping assignment using Google My Maps

- Divide a group into 2 subgroups: Subgroup Group A and Subgroup Group B.
- Decide who in the team will be mapping:
 - A) the major life achievements or landmarks in an author(s) writing career and who will be mapping
 - B) a novel/chapter by the author you are researching for your DH project

Instructions for a DH mapping assignment using Google My Maps

Subgroup A)

Mapping Author's Life Achievements

- **Subgroup A)** can access information about the author's life achievements and publications, by going first to [Wikipedia](#) and then any other online resource, such as the author's web page, online author's society, or any other online reference. Keep note of the resources that you're using applying APA style
- Each member in this subgroup needs to create at least two layers on the map that are meaningful in an analysis of the author's life in connection to his/her contribution to literature. Give your layers appropriate titles and add at least five locations (markers) of significant importance to each layer.
- Create a spreadsheet to add your data: Geocoordinates, names of locations, categories of locations, emotions, short quotes, URLs of images/videos relevant to these locations as well as descriptions of their significance {check the sample mapping spreadsheet on Drive/Moodle)
- Each location added to your layers, needs to have a title and description as to why it is significant. You can also support that description with an image and /or video/audio. Give your markers a relevant style: color and icon.

Instructions for a mapping assignment using Google My Maps

Subgroup A)

Mapping Author's Life Achievements

You can link those using routes with specific colors.

Examples of layers could be

- Places mentioned in Wikipedia section about the author
- Time sequence. For this layer, you can use route lines
- Emotions associated with those places. For the emotions layer, use the colors in the Plutchick's wheel of emotions
- Places of birth, work, and finally death. This can also be linked with route lines.
- Places where most important events happened in the author's life.
- Journeys that are important in the author's career as a writer
- After creating the locations, you can draw lines connecting the markers. Give your lines an appropriate thickness and color.
- Embed your map in your WordPress / Google Site/ TimelineJS project
- To embed your map, go to preview mode, then change permissions to public, then go to share and take the link from "embed on my site" post it on your TimelineJS spreadsheet in the media column (M). Remember to add the headline/title and a short text describing your process and explaining the highlights of your conclusions

Instructions for a mapping assignment using Google My Maps

Write a report on your mapping experiences that could include the following:

- A short description of your experience using Google My Maps
- How did your experience with mapping the author's life achievements reframe or reshape the way you thought about them?

Instructions for a DH mapping assignment using Google My Maps

Subgroup B) Instructions For Your Mapping Assignment: Mapping literary texts

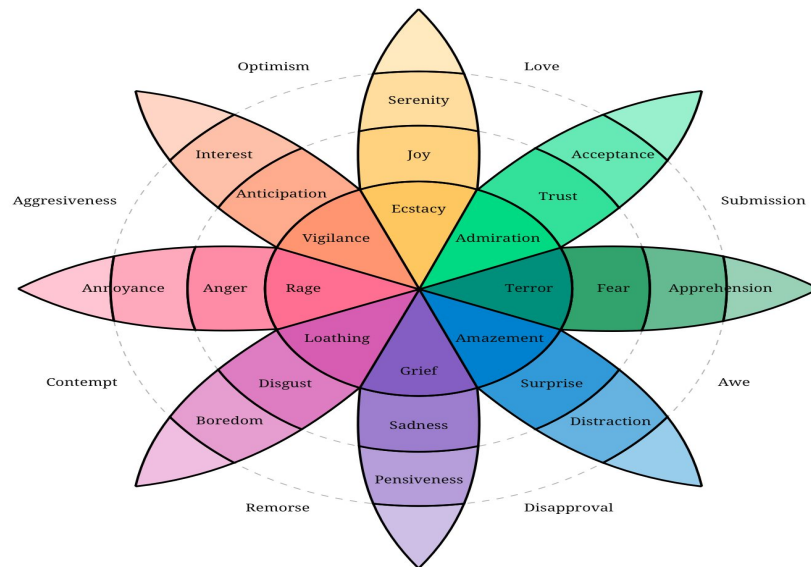
- Subgroup B) needs to select at least 10 most important or recurrent places in one of the novels/chapters/texts that they have selected for their project.
- Decide what/which text(s) you want to map: the setting, zones/places of action, imagined/projected places (these are spaces or places the character thinks of, remembers, is longing for or imagines without being physically there), character's perception of place, or the movement of the character/routes and paths in a work of fiction, or the author's movement over time and place, etc.
- Create a spreadsheet to add your data: Geocoordinates, names of locations, categories of locations, emotions, short quotes from texts, URLs of images/videos relevant to these locations as well as descriptions of their significance
- Each member in this subgroup should create at least 2 layers with markers/locations using different symbols, and colors. Add data from your spreadsheet that will highlight their significance and why you chose them. You can link those using routes with specific colors.

Instructions for a DH mapping assignment using Google My Maps

Subgroup B) Instructions For Your Mapping Assignment: Mapping literary texts

- Examples of layers could be
- Places mentioned in the novel/chapter
- Time sequence. For this layer, you can use route lines
- Emotions associated with that place. For the emotions layer, use the colors in the Plutchick's wheel of emotions
- Places of main action in the plot. This can also be linked with route lines.
- Places where most important events happened in the protagonist's life.
- Journeys that are important in the protagonist's life
- explore more options

Plutchik's Wheel of Emotion



Instructions for a mapping assignment using Google My Maps

Subgroup B) Instructions For Your Mapping Assignment: Mapping literary texts

Write a short report on your mapping experience with mapping

- A short description of your experience including methodology using *Google My Maps*
- If you've not read the literary text(s) before, how did your mapping experience frame or shape the way you think about the text(s)?
- If you've read the literary text(s) before, how did your mapping experience reframe or reshape the way you had thought about the text(s)?
- Does the map appear more "true" or "accurate" than the novel/story/text?
- Why or why not?

Instructions for a mapping assignment using Google My Maps

Assignment: Mapping Mrs Dalloway

<https://www.briancroxall.net/s14dh/assignments/mapping-mrs-dalloway/>

Assignment: From text to interactive image:

<https://www.dropbox.com/s/mhdche713k39wj8/Mapping-Assignment-Sheet.docx>

Rubric:

<https://www.dropbox.com/s/qsa4x8eocnswrsq/Rubric-for-Mapping-Assignment.docx>

Instructions for a mapping assignment using StoryMapJS

- StoryMapJS PDF training manual:
<https://drive.google.com/file/d/1d6tAR8To0OTIPGtxt39OPs3AYYOTvnDn/view?usp=sharing>
- <https://mcgrawect.princeton.edu/assignment/storymap-assignments/>
- A useful resource to help you think through some of the learning goals that a mapping assignment can achieve is the Digital Assignment page at the McGraw Center for Teaching and Learning at Princeton University
 - A StoryMap is a digital expository work that makes use of a map to convey or illustrate a narrative in attractive, dynamic, and interactive way
 - Most storymap tools present these narratives sequentially and therefore are best suited to represent subject matter that has a narrative arc.
 - Examples: Travelogues, migrations, and pilgrimages can be compelling examples to document in this format.
- links to examples, mapping tools, resources and rubrics

Instructions for a mapping assignment using StoryMapJS

https://www.e-education.psu.edu/maps/l5_p9.html

- Another resource that gives you examples of how students can use mapping to tell stories about topics of their choice.
- “What story do you want to tell? I really want you to come up with ideas on your own (be creative!). But here are a few examples if you have no idea how to get started:
 - Convince me (and your classmates) that your hometown is vulnerable to one or more types of disasters.
 - Show how your home country/state/neighborhood has changed over time in relation to its neighbors.
 - Tell a story about your most recent travels, augmenting the map with photos and other media to highlight your experiences.
 - Use spatial analysis to identify good locations for your favorite type of restaurant.
- Students can create their own spatial data using Google Maps on their mobile phones or by using wikipedia to search for places and copy their geocoordinates

Instructions and Rubrics for mapping assignments

- Very useful resource for mapping assignments, rubrics and instructor's guide: University of Minnesota Instructional Resources:
<https://storymaps-umn.opendata.arcgis.com/pages/instructor-resources-templates>

Rubrics

https://docs.google.com/document/d/1zYPK0KbWaFqLHHr1jZhE18_-3vDe3tqcVEGAh-3gKo/edit#

Requirements	3	2	1
Story Map includes at least 12 locations (can be within the same city or larger globe)			
Each location has an appropriate image and a description in pop-ups			
The locations and text are closely tied and perform a clear spatial connection			
The textual component is thoroughly researched and has a clear driving argument			
All sources are cited and there is a clear bibliography			
The story map is well edited, easy to follow, and shared with the instructor			

Rubrics

<https://docs.google.com/document/d/1fPJXbrSkMUIEhD5o4U3YvjF7ofADyB35SRPs0eZeisc/edit#>

CRITERIA	Exceeds (10 pts)	Meets (7-9 pts)	Partially meets (4-6 pts)	Does not meet (1-3 pts)	Comments
<u>Argument:</u> Is there a clear and convincing argument in the Storymap? (20%)					
<u>Evidence:</u> Do the textual descriptions and the evidence (texts, images, and maps) provided contribute meaningfully to the construction of the argument? (20%)					
<u>Required Content:</u> Map at least 12 points total? Do you have at least 3 separate map components? Does each point/feature have an appropriate image and a description in its pop-up? (20%)					
<u>Digital literacy:</u> Does the author make effective use of the digital platform to provide a media-rich presentation of the subject beyond what you could do in a traditional paper? (10%)					
<u>Style:</u> Could a general audience understand the information presented? Is the map well-edited and easy to follow? (15%)					
<u>Mechanics:</u> Is the Story Map free from citation errors as well as from grammatical, spelling or punctuation errors? (15%)					

Rubrics

https://docs.google.com/document/d/12iT70Y9oqEKbnsdZSIJDdl_H7mcD5M07qBMIG6lt6C8/edit#heading=h.q7m99tlms1f0

Requirements	Exceeds	Meets	Partially meets	Does not meet
Story Map includes at least 18-20 mapped locations or features (can be within the same city or larger globe)				
Each location has an appropriate image and a descriptive textual narrative				
The locations and text are closely tied and perform a clear spatial analysis				
The textual component is thoroughly researched and has a clear driving argument				
Each group member's section flows together into a cohesive narrative				
All sources are cited and there is a clear bibliography				
The Map is well edited, easy to follow, and shared with the instructor				
All group members contributed an equal amount of effort into the project				

How do we prepare students for mapping assignments?

- Explain to students:
 - the reasoning behind the assignment
 - the importance of spatiality in the context of their topics
 - the new skill sets that they will acquire
- Give students enough time to form groups and find partners
- Give students enough time to brainstorm with their group on topics that lend themselves to spatial analysis
- Give feedback on their proposals before they engage in gathering data for mapping
- make it clear which sources you'd like them to consult
- remind them that modern and historic places may not align
- teach students best practices in:
 - managing files and folders on Drive
 - Saving photos, links to videos and digital resources
 - fact checking, acknowledging resources, copyright issues

How do we prepare students for mapping assignments?

- Dedicate at least one complete class session on teaching students how to create maps
- Go through the first steps of adding markers, multimedia, acknowledging sources and adding captions
- Discuss the elements that will go into the map: markers, colours, routes, multimedia
- The following Nine Steps to Great Storytelling a map that sings could be helpful:
<https://storymaps.arcgis.com/stories/429bc4eed5f145109e603c9711a33407>
- Remind students that they are creating a digital assignment for a more general audience in addition to their classmates
- How do we write for a broader audience?
- Remind students when reporting on their results that explaining the process is very vital to the results that they came up with

Thank you!