

1. Record Nr.	UNISALENTO991003225159707536
Autore	McFarlane, Robert
Titolo	Modelling with AutoCAD 2002 [e-book] / Bob McFarlane
Pubbl/distr/stampa	Oxford ; Boston : Butterworth-Heinemann, 2002
Descrizione fisica	vi, 336 p. : ill. ; 27 cm
Altri autori (Enti)	Elsevier Science Publishers
Disciplina	620.004202855369
Soggetti	Computer graphics Engineering models Electronic books. AutoCAD (Computer file) AutoCAD
Lingua di pubblicazione	Inglese
Formato	Risorsa elettronica
Livello bibliografico	Monografia
Note generali	Includes index

2. Record Nr.	UNINA9910139020403321
Autore	Dougherty Jack
Titolo	Writing history in the digital age // Jack Dougherty, Kristen Nawrotzki, editors
Pubbl/distr/stampa	Ann Arbor : , : University of Michigan Press, , 2013
ISBN	0-472-90024-2 0-472-07206-4 0-472-02991-6
Edizione	[First edition.]
Descrizione fisica	1 online resource (283 pages) : illustrations
Collana	Digital humanities
Disciplina	902.85
Soggetti	History - Methodology Academic writing - Data processing History - Research - Data processing Historiography Electronic data processing
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di bibliografia	Includes bibliographical references.
Nota di contenuto	Intro -- Cover Page -- Title Page -- Copyright Page -- About the Web Version -- Acknowledgments -- Contents -- List of Illustrations -- Introduction -- Part 1. Re-Visioning Historical Writing -- Is (Digital) History More than an Argument about the Past? -- Pasts in a Digital Age -- Part 2. The Wisdom of Crowds(ourcing) -- "I Nevertheless Am a Historian": Digital Historical Practice and Malpractice around Black Confederate Soldiers -- The Historian's Craft, Popular Memory, and Wikipedia -- The Wikiblitiz: A Wikipedia Editing Assignment in a First-Year Undergraduate Class -- Wikipedia and Women's History: A Classroom Experience -- Part 3. Practice What You Teach (and teach what you practice) -- Toward Teaching the Introductory History Course, Digitally -- Learning How to Write Analog and Digital History -- Teaching Wikipedia without Apologies -- Part 4. Writing with the Needles from Your Data Haystack -- Historical Research and the Problem of Categories: Reflections on 10,000 Digital Note Cards -- Creating Meaning in a Sea of Information: The Women and Social Movements Web Sites -- The Hermeneutics of Data and Historical

Writing -- Part 5. See What I Mean? Visual, Spatial, and Game-Based History -- Visualizations and Historical Arguments -- Putting Harlem on the Map -- Pox and the City: Challenges in Writing a Digital History Game -- Part 6. Public History on the Web: If You Build It, Will They Come? -- Writing Chicana/o History with the Seattle Civil Rights and Labor History Project -- Citizen Scholars: Facebook and the Co-creation of Knowledge -- The HeritageCrowd Project: A Case Study in Crowdsourcing Public History -- Part 7. Collaborative Writing: Yours, Mine, and Ours -- The Accountability Partnership: Writing and Surviving in the Digital Age -- Only Typing? Informal Writing, Blogging, and the Academy.
Conclusions: What We Learned from Writing History in the Digital Age -- Contributors.

Sommario/riassunto

"Writing History in the Digital Age began as a one-month experiment in October 2010, featuring chapter-length essays by a wide array of scholars with the goal of rethinking traditional practices of researching, writing, and publishing, and the broader implications of digital technology for the historical profession. The essays and discussion topics were posted on a WordPress platform with a special plug-in that allowed readers to add paragraph-level comments in the margins, transforming the work into socially networked texts. This first installment drew an enthusiastic audience, over 50 comments on the texts, and over 1,000 unique visitors to the site from across the globe, with many who stayed on the site for a significant period of time to read the work. To facilitate this new volume, Jack Dougherty and Kristen Nawrotzki designed a born-digital, open-access platform to capture reader comments on drafts and shape the book as it developed. Following a period of open peer review and discussion, the finished product now presents 20 essays from a wide array of notable scholars, each examining (and then breaking apart and reexamining) how digital and emergent technologies have changed the ways that historians think, teach, author, and publish"--
