

White Paper

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National Endowment for the Humanities

Office of Digital Humanities

Advanced Topics in the Digital Humanities Summer Institute

White Paper

Grant number HT-50085-14

Title : *An Institute for Community College Digital Humanists: Beyond Pockets of Innovation,
Toward a Community of Practice*

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Lane Community College, Eugene, Oregon

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An Institute for Community College Digital Humanists: Beyond Pockets of Innovation, Toward a Community of Practice

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a. **Project Activities**

Lane Community College hosted a one-week institute July 13-17, 2015 for community college faculty to engage with new digital methods, tools and practices for humanities teaching and scholarship. Participants worked with experts to translate current theory and practice in DH for the unique learning needs of community college students in open-access institutional contexts. Outcomes for the institute were guided by six institute themes that structured engagements in conversations, with tools and with capstone institute projects completed by each institute participant:

DH as Content: Participants explored the kinds of DH content best suited to the open-access and lifelong learning contexts in community college humanities classes. Goal: To offer the opportunity for participants to explore, use and/or create digital exhibits scaffolded for community college students.

DH as Method: Participants explored how to expand and deepen traditional humanities and close reading methods by adapting and adopting tools for text mining, distant reading, and other DH methods. Goal: To offer the opportunity for participants to infuse instructional designs with digital textual analysis.

DH as Pedagogy: Participants learned about the use of “living laboratories” and creation of born-digital projects to enhance humanities’ relevance to higher education and support students’ developing intellectual identities as producers and not just consumers of knowledge. Goal: To learn about place-based research projects that invite students to use digital methods in humanities courses.

DH as Rhetoric: Participants learned about the kinds of DH projects that can help students see the (often hidden) rhetorical power of digital tools and methods and learn about the constraints and arguments embedded within them. Goal: Participants explored tool use and discussed the rhetorical functions and interactions of digital assets, architecture and user displays. This theme intentionally focuses on diversity and equity concerns in DH tools and methods.

DH as Community Builder: Participants explored how DH projects can cultivate connections among students and their communities. Goal: Designing prototypes for community-based projects in, for example, crowdsourcing data, oral history projects, maps and georeferencing.

DH as Tool for Public Humanities and Equity: Participants explored projects that illuminate systemic biases and exclusions embedded in DH tools, methods and culture and learned how to leverage the affordances of DH to approach these problems. Goal: Participants explored projects for identifying and responding to demonstrably exclusionary digital tools or practices.

The 29 participants were introduced to a broad range of digital tools and pedagogies, including how to work with data visualization, multimedia production, geospatial mapping, crowdsourced research, and digital storytelling, among others. The institute faculty with the most expertise in digital humanities

were four-year university faculty and so the focus for participants was to translate what they learned each day into open-access community college contexts. This was a collaborative endeavor. To extend the reach of the institute, participants' work is shared on an online commons that served as a hub for the group during the institute and continues to be used by participants in DH at the CC.

Each participant created a digital story in which they tracked their progress through the institute from introduction through brainstorming and designing assignments and through critical self-reflection on digital humanities as a tool for humanities education in open-access community colleges. (See below for discussion of digital stories and participant evaluations of the institute.)

b. **Accomplishments**

All 29 institute participants attended the institute each day and worked in discipline and cross-discipline groups to accomplish their work. Faculty focused on creating course makeovers and digital infusions into existing courses. The capstone digital stories produced by each participant provided evidence of engagement with DH tools and methods as well as a reflection and evaluation tool for the institute.

A major accomplishment for the institute was the development of a digital commons for institute members to work with for the duration of the institute and then as a future collaborative space for community college faculty. After initial set-up of the commons by Lane's IT department (which used the Commons in a Box software), student intern Megan England worked diligently to develop and support the site during and after the institute. The Commons is available here: <https://dhatthecc.lanecc.edu/>



Photos: Russell H. Shitabata

c. **Audiences**

The major audience for this institute was primarily the participants and principal faculty themselves. We received 70 applications from 16 disciplines in 22 states and the District of Columbia. The project director and two institute faculty from Lane Community College assessed applications based on two major criteria: applicants' plan for using digital humanities methods to redesign their current practice and their plan for collaboration and dissemination to their colleagues at

their colleges and professional associations, etc.

We were all impressed with the quality of applications. There were many stellar applications; several colleges formed teams of faculty to collaborate at the institute and then share their work on their campus upon their return. Since building a community of practice is a stated goal of the institute, we were very pleased with this trend. And all 70 applications demonstrated that there is a demand for this kind of institute at the community college level that is likely to increase. (We could easily have filled a second institute with 25 highly qualified faculty. It was not a thin pool in terms of energy, enthusiasm and developing skill.)



Photos: Russell H. Shitabata

Because we had several in-state applications, we were able to extend participation to 29 participants, 4 more than the originally proposed 25 by saving on airline travel for these regional and local participants (i.e., 3 from Eugene (the hosting city), 3 from Portland (a two-hour drive away) and 1 from Bend (a 3-hour drive)).



In addition to the participants in the institute itself, more than 50 Eugene community members attended the public keynote presented by Professor Marta Effinger-Crichlow entitled “Mapping Black New York,” held on the evening of Wednesday July 15, 2015.



Photos: Russell H. Shitabata

There was also a social media presence for the institute throughout the event which may continue to reach audiences in future. The hashtag #DhattheCC was a hub for photographs of the institute and casual exchanges, reviews and commentary and continues to be the go-to channel for institute participants (most recent post March 24, 2016).



Tawnya Ravy (above left) created a Storify of the event, and has recently blogged about the institute and her take-aways here: <https://teachingpals.wordpress.com/2016/02/29/the-dhatthecc-project-digital-humanities-needs-community-colleges/?platform=hootsuite>

Dominique Zino (below center) wrote an article for the Journal of Interactive Technology and Pedagogy about the institute here: <http://jitp.commons.gc.cuny.edu/this-week-in-digital-humanities-and-pedagogy-16/>



Photos: Russell H. Shitabata

List of Institute Participants, Disciplines and Home Institutions

BLANTON DEMEREST	SALLY	WRITING LIT	CUESTA COLLEGE
COSTON	TODD	HISTORY/TECH	BAKERSFIELD COLLEGE

DANFORTH	COURTNEY	WRITING LIT	COLLEGE OF SOUTH NEVADA
DELLNER	JENNIFER	WRITING LIT	OCEAN COUNTY COLLEGE
DUTCHER	JAMES	PSYCH/FYE	HOLYOKE
DUCEY	SARA	HISTORY	MONTGOMERY COLLEGE
ESPARZA	JESUS	HISTORY	HOUSTON CC
GULYAS	AARON	TECH AND HISTORY	MOTT CC
HAMLIN	ANNEMARIE	WRITING LIT	CENTRAL OREGON CC
HOOVER	POLLY	CLASSICS	WRIGHT CC
HOWARD	JOANNA	CLASSICS	MONTGOMERY COLLEGE
KIMBALL	CYNTHIA	WRITING LIT	PORTLAND COMMUNITY COLLEGE
LEGUIN	CAROLINE	WRITING LIT	PORTLAND CC
MARANGIONE	MARGRARET	SOC ENGL ED	BLUE RIDGE CC
MINO	JACK	LITERATURE	HOLYOKE CC
NORTON	JACK	HISTORY	NORMANDALE CC
POETKER	ANNA	CLASSICS	BAKERSFIELD COLLEGE
RAVY	TAWNIA	WRITING LIT	NORTHERN VA CC
ROSALES	OLIVER	HISTORY	BAKERSFIELD COLLEGE
RUSHFORD	THOMAS	HISTORY	NORTHERN VA CC
SANDERS	LAURA	WRITING LIT	PORTLAND CC

SLACKS	JARVIS	COMP	MONTGOMERY COLLEGE
TULLIS	LYNN	WRITING LIT	Lane CC
UTAKIS	SHARON	WRITING LIT	BRONX CC
VILES	DREW	WRITING LIT	LCC
VON AMMON	JENNIFER	WRITING LIT	Lane CC
WEST	SCOTT	COMP	HARFORD CC
ZINO	DOMINIQUE	WRITING LIT	LAGUARDIA CC



Photo: Russell H. Shitabata

Institute Principal Faculty

Dr. Anne B. McGrail is PI for the Institute. She is on the English faculty at Lane Community College, where she has served as faculty development director for a U.S. Dept. of Education Title III grant. She

teaches literature and writing courses with embedded DH labs and maintains a faculty development website, *DH @ the CC*, which features DH assignments for community-college level courses. She was project director for Lane's 2013 NEH ODH Start-Up grant project, "Bringing Digital Humanities to the Community College and Vice Versa." She will provide overall intellectual direction for the institute, she will liaise between faculty experts and participants before, during and following the weeklong event, and provide program promotion and conceptual continuity in institute materials, on the website, and in communications.



Dr. Jesse Stommel is Assistant Professor, Division of Continuing Studies at University of Wisconsin-Madison and formerly was Director of English and Digital Humanities at Marylhurst University. He is Director and CEO of *Hybrid Pedagogy*. He has taught courses in Hypertext and Electronic Literature and Digital Humanities as well as a Massive Open Online Course (MOOC) whose intent was to reinvent the MOOC. He has presented on Digital Technology for Non-Traditional Students and public digital humanities. He co-authored, with Sean Michael Morris, "A Bill of Rights and Principles for Learning in the Digital Age" (*Hybrid Pedagogy* 1.22.13). As a committed public digital humanist, Dr. Stommel combines his commitment to public digital humanities with the maker ethos of DH to work successfully with students possessing a wide range of digital skills.



Photos: Russell H. Shitabata

Dr. Matthew K. Gold is Associate Professor of English and Digital Humanities at City Tech and Graduate Center, Director of the CUNY Academic Commons, and Editor of *Debates in the Digital Humanities* (Minnesota, 2012). He leads a number of digital initiatives at the Graduate Center, CUNY. His research and teaching interests center on the digital humanities, scholarly communication, pedagogy, digital rhetoric, and 19th-century American literature. Dr. Gold has long been committed to broadening the scope and impact of the digital humanities by extending its reach to under-resourced institutions of

higher learning. His own work in community-engaged teaching and scholarship is a natural fit for demonstrating how community college faculty can infuse DH into their courses.



Dr. Marta Effinger-Crichlow is Chair and Associate Professor of Theater and Literature in the African American Studies Department at New York City College of Technology NYCCT - CUNY. She served as project director for an NEH Faculty Development Initiative grant project entitled “Retentions and Transfigurations: The Technological Evolution and Social History of Five New York City Neighborhoods.” Her current work on African American migration narratives, *Mapping Black New York through Oral History*, uses spatial humanities and digital oral history to record the narratives of black migrants and immigrants to urban centers like New York City. Dr. Effinger-Crichlow will provide the institute’s public keynote which will double as an institute introduction to spatial humanities and ethnographic archiving.



Photos: Russell H. Shitabata

Dr. Roopika Risam is Assistant Professor of English at Salem State University. She is co-founder of the *Postcolonial Digital Humanities* website and the *Rewriting Wikipedia* project. Her teaching interests include postcolonial and African American literatures, digital humanities, and undergraduate and graduate courses in secondary English education. Her current research examines the postcolonial implications of W.E.B. Du Bois’s work and the role of digital humanities in mediating postcolonial studies and minority discourse in the United States. Dr. Risam’s expertise will provide a vision and model for how digital humanities projects can extend considerations of postcolonial theory into the classroom and to the broader public.



Sandy Brown Jensen is on the writing faculty at Lane Community College where she also serves as Faculty Technology Specialist, coaching and training faculty in the use of academic technology. She has a graduate certificate in Digital Storytelling and teaches students and faculty how to use digital stories in and out of classrooms as acts of memoir, experiential documentation and group representation. She will work closely with each participant to help them incorporate what they learn at the institute into their digital stories.



Photos: Russell H. Shitabata

Jake Agatucci is a professor of composition and literature at Central Oregon Community College in Bend, Oregon. He teaches Digital Games Culture and is a Quality Matters certified reviewer of online courses. Professor Agatucci teaches in the traditional, hybrid, and online class environments. He has been the editor of the CCHA's newsletter, *The Community College Humanist*, for the past six years. As a digital humanist who successfully translates DH in a community college context, he will provide invaluable insight to participants as they build their projects.



Ian Coronado is interim dean of Academic Technology and is on the Media Arts faculty at Lane Community College. He has served as Faculty Technology Specialist, identifying design elements that help make courses across disciplines more engaging, and delivering support for use of interactive and media-related resources for faculty. He teaches communication in 2D design, audio and video forms. He is also an intermedia artist and conceptual illustrator working in physical, electronic, and disembodied works that inhabit sound, video, time and space. In addition to demonstrating his work, he will share his expertise working with faculty across disciplines to scaffold digital projects and pedagogies into their courses.

Megan England is a Master's Degree candidate at the University of Oregon. She was the student webmaster for the project.



Photos: Russell H. Shitabata

d. Evaluation

Institute participants completed formative as well as summative feedback on their experience at the institute. On Wednesday morning, participants spent an hour reflecting on what they had learned so far, what they were still confused or frustrated by and what their next steps were. They then exchanged their reflections with colleagues and the coaches who answered their questions and offered suggestions and possible next steps. This mid-course review served participants well. Many were overwhelmed at first by the amount of information available. They also were daunted by the final capstone project that everyone was to present on Friday. These formative evaluations helped everyone to gain perspective on what was possible to accomplish in the final two days. (See Appendix for a PDF of this exchange, captured in handwriting.)

Each day we placed evaluation forms at the center of each table and reminded participants to fill them out by the end of the day. We also posted a blank form in the Commons. Perhaps because participants were immersed in their own self-reflective work for their Digital Story, we received few institute reflections. (See Appendix for a PDF of completed reflections.)

The most effective evaluation of the institute was also an institute product: the 29 participant videos created for the capstone and presented in lightning-rounds on Friday, the last institute day. In these videos, participants reflected on what they learned in deep ways while simultaneously performing their new understandings for their new DH colleagues. Examples of comments that digital storytellers made follow below:

“We were all making things while being restless. Restlessness is good. Restlessness changes the structure of what you do.” **Jen Dellner**

“I wanted to talk about where I teach, where I live and where most of my students do their work.” Students in Flint, Michigan—a long way from what a lot of Americans experience. Barbed wire, abandoned houses. Police hovering outside liquor stores. Nicknames like “Murdertown” that almost mock the city. Soul-searching, breast-beating articles that say, “Isn’t there something that can be done?” I have the opportunity to use these tools to go back to my campus and say, “Let’s use these tools to tell different stories, not just about the past, not just about other places, but about the here and now.”

Aaron Gulyas.

“I used to take very special artifacts from museums and libraries and turn them into interactive digital objects. I digitized books, manuscripts, broadsheets, textiles, diaries, paper ephemera, microform, dimensional art, acetates, lantern slides, historical clothing, ceremonial tools, biological specimens, wax cylinders, musical scores, pulp novels, educational films, pop-up books, holy books, game pieces, portrait miniatures, diaries, memento mori, cyanotypes, woodcuts, toys, architectural schematics...I did text markup. Shot documentary photos. Built digital exhibitions. Crafted digital editions. Solicited curatorial essays. Created metadata schema. Sought to increase the value of cultural heritage collections by making and offering enhanced digital access and tools.

Then I quit. I started teaching in CCs. The opportunities to pursue DH work were extremely limited (by technology, by connectivity, by skill, by source material, by time, by administration). I bumbled along with microscopic efforts alone. I attended this institute to see what other CC faculty were doing because I didn't know anyone who was doing anything. What I have learned is that there are many exciting ideas, and many capable new colleagues who also understand and are willing to work with the special constraints of attempting DH in CCs. I'm glad to know I'm not the only one. I look forward to continuing to work with you all in realizing the potential for digital humanities in community colleges. **Courtney Danforth**

“Once upon a time I detested Digital Humanities. I could not see how to make it relevant and useful for my students. It seemed like another cruel barrier. But then I started to feel like ... I could harness amazing things at community college.” **Laura Sanders**

“I teach in Delano, California. The place where the farmworker movement was born. This institute has helped me imagine ways to integrate a place-based mapping curriculum into my unit on farm labor history. My students can help write this history for generations to come, increasing the cultural capital of an otherwise impoverished population along the way. Ever since I made this decision, I feel a tremendous amount of excitement about the potential work my students will be able to do.” **Oliver Rosales**

“I was afraid that an emphasis on the digital would lead to a neglect of the human. ...I began looking differently at the technology around me—how I felt about it, how it serves the human and how humans work and play to leave their mark, their stamp on that technology.” **Sally Demerest**

“Is it all ones and zeroes or is it turtles?” **Scott West**

“The community is the generative and essential part of what makes DH worthwhile.” **Tawnya Ravy**

“I spoke with a DH poet: “Where’s the emotion? Where’s the danger? The love? The conflicts? The story? Make us weep!” The digital humanities is about the humanities. Ever since then, I’ve been floating on a raft of calm and courage.DH is as good for the faculty as it is for our students.” **Sara Ducey**

“I find comfort in knowing that there are people and spaces and communities that I can look to for help. I can look to my leaders, to colleagues and friends. I just need to trust myself, my students, and my DH communities....Whether I succeed or fail remains to be seen, but I definitely plan to use digital humanities...until the wheels fall off.” **Jesse Esparza**

“Even though I wasn’t exactly sure what a community of practice meant. We were invited to take a seat at the table of digital humanities practice. ... It’s up to new members to look around the environment ...to search for directions for accessible entry points” **Caroline Laguin**



Results of the Evaluation:

During the week, many of the participants complained about the stress of having to put together a digital story by the week’s end, and yet by the end everyone was entirely energized by watching

everyone's stories unfold for 1-3 minutes in the lightning rounds. By its nature as the first DH institute of its kind for community college faculty, the week's activities aimed to be broad in scope and so inevitably participants felt somewhat "at sea" by the amount of information. But after the mid-course reflections and coaching sessions, individuals, pairs and groups started to focus and make choices about where they wanted to put their energies for the remainder of the week. I think that a community college DH institute in future can be much more focused on specific tools, themes, disciplines or pedagogies and be very productive.

In 2013, the project director implemented a National Survey of Digital Humanities at Community Colleges as part of a NEH ODH Start-Up Grant (<https://securegrants.neh.gov/publicquery/main.aspx?f=1&gn=HD-51671-13>). From the conclusion of that grant to the present moment it's clear there has already been an emerging interest in DH at community colleges and it may be that future such institutes can be more tailored to these interests.

In many ways the existence of this institute put digital humanities at community colleges on the map nationally, not only for other community colleges but for four-year institutions. For example, in September 2015, the University of Washington invited project director Anne McGrail to speak at the inaugural event for their Mellon Foundation four-year program, "Reimagining the Humanities PhD and Reaching New Publics." The UW is training their graduate students to imagine teaching at community colleges *while in graduate school* which means anticipating the unique pedagogical needs of those students.

I was also invited to be a guest speaker at the UC San Diego workshop, "Building and Strengthening Digital Humanities Through a Regional Network" (http://www.sd-dh.org/?page_id=225) where I spoke on the topic "Things to Think About when Developing Pedagogical Integration in a Region for Community Colleges." (http://www.sd-dh.org/?page_id=177) This kind of intentional inclusion of community colleges in DH planning is quite recent and I believe a direct consequence of the NEH's recent inclusion of community colleges in its digital humanities grant funding.

e. **Continuation of the Project**

While the institute has concluded, there has been recent activity on the Commons site, and the project director continues to hear from participants about their development of courses and infusions. In November 2016, the Community College Humanities Association (Pacific Northwest Division) will hold its conference in Portland, Oregon. The theme of the conference is "Human Nature in the Digital Age" and there are plans to include a plenary session on the Summer Institute. The conference organizers have invited principal institute faculty member Roopika Risam to give the conference keynote. Several of the participants, including the project director Anne McGrail, will be in attendance and will share their experiences there. There are also plans to host a one-day THATCamp CC after the institute at the same hotel, taking advantage of the gathering of engaged community college humanities faculty to extend the reach of the institute.

Two institute participants, Tawnya Ravy and Thomas Rushford, are currently planning a THATCamp CC at Northern Virginia Community College for June 2016 as well.

At the project director's home institution, Lane Community College, the Academic Technology Center hosts a monthly DH at the CC gathering where seven college faculty regularly meet and work on developing assignments using DH tools. This small community of practice emerged from the institute.

f. Long Term Impact

The long-term impact of the institute promises to continue creating a community of practice nationally that will likely continue to grow in regional groups. In the months since the institute, the project director has received multiple emails from participant faculty discussing their current and future plans— participants from Bronx Community College, LaGuardia Community College, Northern Virginia Community College, Portland Community College, Bakersfield College, Montgomery College have all written to describe courses and assignments they have worked on. Tawnya Ravy at Northern Virginia Community College has been posting a “#DHattheCC Weekly” on Storify <https://storify.com/tcravy/digital-humanities-at-the-community-college> since the institute curating resources most useful for community college digital humanists.

The project director has developed an Introduction to Digital Humanities (ENG217) course which will be offered in 2016-17 (See Appendix for Poster). This course will count toward the Digital Humanities Minor at the University of Oregon.

g. Grant Products

The institute sponsored development of the DH at the CC Commons: <https://dhatthecc.lanec.edu/>

All institute digital stories were posted to the DH Commons and these are public:

[Caroline's video](#) On Knitting, Coding and Writing

Jennifer Dellner: [An Adventure in DH](#)

Aaron Gulyas <https://vimeo.com/133727695>

Sandy Brown Jensen <https://vimeo.com/133727856>

Courtney Danforth ([movie](#) | [transcript](#))

Laura Sanders <https://vimeo.com/133717917>

Oliver Rosales https://www.youtube.com/watch?v=DyJ_tYIKDTE

Maggie Marangione <http://vimeo.com/133707046>

Sally Demarest <https://www.youtube.com/watch?v=Mtq3ado-3hk>

Scott West <https://www.youtube.com/watch?v=0hNbfut5SoA>

[Tawnya Ravy](#)

Sara Ducey. [Movie](#)

[Jack Norton](#) NEH Summer Institute Video July 2015, Eugene, OR

Tom Rushford [My Video Here](#)

Annemarie Hamlin – <https://vimeo.com/133728821>

Joanna Howard [From No Mac's Land](#)

Todd Coston https://www.youtube.com/watch?v=RTbXJv_iMYc

Jarvis Slacks <https://youtu.be/w66NiRtTPJE>

[Jack & Jim's Excellent DH Adventure](#)

Anna Poetker <http://youtu.be/QKsqbpZyEo8>

Jesse Esparza <https://youtu.be/FRJx2Dfo-Jk>

Megan England [DH at the CC: Megan's Digital Story](#)

Dominique Zino <http://youtu.be/c2VxdNPgRfE>

Lynn Tullis <https://www.youtube.com/watch?v=TGVjZ1oqnDE>

Appendix

Includes: Final Institute Agenda, Reading List, Evaluations and Mid-Course Self-Reflections

Posters for the Anne McGrail's Introduction to Digital Humanities Course, Call for Institute Applications, and Publicity Poster for Marta Effinger Crichlow's public keynote address, "Mapping Black New York."



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NEH Advanced Topics in the Digital Humanities Summer Institute

Lane Community College, Eugene, Oregon

July 13-17, 2015



Reflections and Evaluations

At the end of each day, we will provide an online form for reflections about the day's sessions. We've provided these prompts for you to consider throughout the day. Feel free to turn these in or keep them and use the online version.

I used to think...

Before today's session, what did you think about today's topics and themes?

As wide and varied as could be -

But now I think...

Did today's sessions enhance or challenge any of your previously-held ideas?

- no just helped me to clarify things

I still wonder...

What questions do you still find yourself asking about today's session themes?

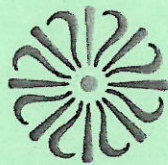
~~physical~~ the place of the physical
in the digital world =

Where will I go from here?

Did today's session give you any ideas to adopt into your own courses / pedagogy?

I will go take a nap - and then get up
and read the works for tomorrow

Reflections and Evaluations



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I used to think...

Before today's session, what did you think about today's topics and themes?

I thought DH was less accessible, more complicated.

But now I think...

Did today's sessions enhance or challenge any of your previously-held ideas?

*Yes - video ^{assist} was quick + easy to complete.
(Sander's)*

I still wonder...

What questions do you still find yourself asking about today's session themes?

*How to infuse writing classes in particular.
It seems easier to generate ideas.*

Where will I go from here?

Did today's session give you any ideas to adopt into your own courses / pedagogy?

Yes - small group discussion yielded good options/ideas.

Reflections and Evaluations



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I used to think...

Before today's session, what did you think about today's topics and themes?

Curious, quite behind the curve!

But now I think...

Did today's sessions enhance or challenge any of your previously-held ideas?

This is the first day, so I am in a foggy state about my experience but I definitely feel jarred loose floating in new space... hearing somewhere.

I still wonder...

What questions do you still find yourself asking about today's session themes?

What is the role of distraction in learning, and how do our devices distract us... What retention is possible in device-based learning...?

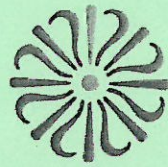
Where will I go from here?

Did today's session give you any ideas to adopt into your own courses / pedagogy?

Yes - lots of incentive to learn about world, Twitter, etc.

And to think differently about productive active assignments that are rich in assessment... not to be

Reflections and Evaluations



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I used to think...

Before today's session, what did you think about today's topics and themes?

I was resistant to the concepts of "breakup" and "building"
they seemed to me "mechanistic" + to be honest
a little male-centered

But now I think...

Did today's sessions enhance or challenge any of your previously-held ideas?

I'm beginning to understand better how we are
trapped by our ideas about the essay, the thesis etc -
I still wonder... as if these forms are thinking, analysis, creativity

What questions do you still find yourself asking about today's session themes?

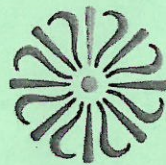
I still want to explore more about performance

Where will I go from here?

Did today's session give you any ideas to adopt into your own courses / pedagogy?

Oh my... I'm still trying to figure
that out - thinking a lot about
"the essay"...

Reflections and Evaluations



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I used to think...

Before today's session, what did you think about today's topics and themes?

That was was going to learn much since I feel so ignorant of the disciplines definitions (despite the readings)

But now I think...

Did today's sessions enhance or challenge any of your previously-held ideas?

JS's presentation confirmed that I have a very superficial understanding of DH

I still wonder...

What questions do you still find yourself asking about today's session themes?

How do the principles, suggestions JS advocated/suggested blend w/ traditional teaching approaches. I'm not sure if he was arguing for

Where will I go from here?

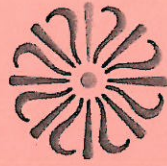
a fresh new approach or whether DH (as he defines it)

Did today's session give you any ideas to adopt into your own courses / pedagogy?

have room for traditional (close, critical reading of texts) approaches.

I need to go back to the readings to figure out how/what I'm doing can blend w/ any of the suggestions JS offered.

Reflections and Evaluations



NATIONAL ENDOWMENT FOR THE
Humanities

NEH Advanced Topics in the Digital Humanities Summer Institute
Lane Community College, Eugene, Oregon
July 13-17, 2015



Reflections and Evaluations

At the end of each day, we will provide an online form for reflections about the day's sessions. We've provided these prompts for you to consider throughout the day. Feel free to turn these in or keep them and use the online version.

I used to think...

Before today's session, what did you think about today's topics and themes?

I expected to have a better sense of the discipline from Matt G's

But now I think...

Did today's sessions enhance or challenge any of your previously-held ideas?

I feel like my feet are getting underneath me and I have

I still wonder...

What questions do you still find yourself asking about today's session themes?

enough of a sense of what others are doing to have a map of

where I might land

not so much questions generally, but its time to

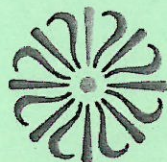
Where will I go from here?

Did today's session give you any ideas to adopt into your own courses / pedagogy?

set in front of my computer and learn more about the specific tools

yep - but still at the exploratory stage

Reflections and Evaluations



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Reflections and Evaluations

At the end of each day, we will provide an online form for reflections about the day's sessions. We've provided these prompts for you to consider throughout the day. Feel free to turn these in or keep them and use the online version.

I used to think...

Before today's session, what did you think about today's topics and themes?

It was about the tools.

But now I think...

Did today's sessions enhance or challenge any of your previously-held ideas?

It's about the ideas

I still wonder...

What questions do you still find yourself asking about today's session themes?

What might be the "DH Difference" compared to traditional research methods in the Humanities

Where will I go from here?

Did today's session give you any ideas to adopt into your own courses / pedagogy?

DH is not about digital tools per se. Rather, it's about the knowledge that can be generated/constructed using those tools. The "DH Difference" then is that the user and consumer co-construct knowledge together - as they inquire into the

Reflections and Evaluations

Tawnya Rany Plan for the week

to learn
projects
my idea for digital story

1) Learn: How I can carry what I learn here back with me; to code

→ I'm curious about coding, when + how to actually use it in a pedagogical application?

Any specific coding plans?

2) Project: Fall syllabi + Digital Assignments
What course? - Digital? Paper? PDF?

Think about how this will fit with course mgmt sys if you use one

3) Digital Story Idea: DH Community - like an ocean (vast + learning with life)

- Stay Focused on one Part?

where are you going to get ocean video? images + video of community

Have you tried WeVideo?

Questions: How to put my video together
How to proceed w/ #1

Next Steps: Play w/ video editing + write script

Forest For the Trees

Keep working on syllabus of?
Make Google Doc Bibliography
Eventually post syll + assignments to Commons

Instructions: Digital video compilation

Windows Movie Maker?

ScreenCast.com?

WeVideo?

PopcornJS

I need to learn how to do screen casting too...

I'll be using this to create mine - I think it's pretty intuitive... (I've only used 1 movie)

Plan -

- write a couple of modules for classes ← Wiki menu Commons
- Digital Storytelling > film / DePaul class → What is this?
- Grants for digital humanities?
- Digital Story > Take images from past 2 years places that I have been learning digital stuff.

Digital Hum Crossing Boundaries

Questions - Where are you?

- Need more time → Me, too!
- Workshops - after the fact - (not clear)
- Frustrations - Not enough time Grants for release time?

could be useful to get admin on your side + help them understand DH better

Story of DH for Administrators (Support)

→ The DH at the CC Commons might be a good resource

This is a fabulous idea, and I like Laura's idea that this could be useful to communicate w/ admin.

How supportive is your admin of release time for faculty? this is somewhat of a controversial issue in my district. In other words, our union is arguing that our admin could do much more to support grant-writing + release-time projects for CC faculty. I wonder too if there could be a consortium group for CC faculty who are interested in DH grant projects. Seems the technology could bridge campus divides.

Good Ideas for grant writing

What to accomplish this week

I'd like to learn more about mapping and about how to start organizing projects

I don't know much about mapping but it seems yesterday Matt had some great ideas. I'm with you, not sure how to organize or even begin a mapping project.

Projects

I want to add more to my use of ePortfolios in my first year seminars ^{Interesting. Sharing through social media?}

Yes, I want to try collaborating with others on different campuses.

maybe something with a shared novel or author

for Friday

I'm still not sure what to do, haven't started yet.

~~Brainstorm~~ Brainstorm and just pick one! it doesn't have to be perfect ☺

frustrations

me too! and lack of familiar resources (my own space/home/students/etc),

Yes! time! to help my own frustrations, I've tried to let go of perfection and How do I find time to do all the things I want to try or to learn about all

just think of the project as practice for a more polished project at my own institution

How exactly would mapping add to the goals of your class or a specific project?

This is where I am starting I don't want a project just for a project but one that will

think our collaboration can be powerful!

further inquiry or provide depth into academics. and fun!

NEH notes - Thursday aft

1. What I hoped to hear about, but didn't...
Where could I go deeper...?
How will I explain

1. How do we discuss risks like cyberbullying in social media?
 - Flames, call-out culture, ethics, -- particularly in relation to race and gender -- and justice -- #hashtag activism
 - Issues of "coded" language, particularly in social media environments
 - How do we engage with students on these issues?
 - What are the analytical tools available to study these questions? And readings like danah boyd, It's Complicated? Literature from adolescent studies?
 - How do we learn to sensitively listen?

Are there topics that are more engaging/appropriate for community college students vs upper division?

- what are some of the best tools that are out there?
- how do we work w/ campus **IT** offices to allow us to use these tools in classrooms? how do navigate server space and policy issues?
- how do we make this materials accessible to all of our students, including those with physical disabilities? transcribing, transcriptions

Would have been useful to have a few more on-ramps to tools. "How Do We Do Things"? Could be overwhelmed with the number ~~available~~ available -- in the Commons, could we have a space for suggestions about what works and didn't work?

Annemarie Hamlin

Check-in w/self -

- Cool!

Configure Omeka / Neatline - begin practicing

This is hard + frustrating - maybe Omeka could help as well. But this is a great project.

Revise HUM 256 syllabus / calendar to reflect more DH

story idea ... ??? tech challenges from Tues? Building a web of tools, ideas, colleagues? You might have to start with imperfect knowledge. I could research forever + never take action.

I agree BABY STEPS!

yes

When am I w/projects?

questions, next steps, frustrations

I did this too and my biggest mistake was trying to do too much. So first version, think 1 or 2 assignments, don't try to do too much. What would best work with your students?

steps - 'get FTP done to install Neatline

• at home - use student work from Spring '15 to test system

• develop professional web page; renew knowledge of Wordpress, look at examples

I hear you!

frustrations - tired eyes 😊 yes

What do you mean by using student work from sp15?
Have you done DH projects before? (my eyes get tired fast!)

Scott West

It would be terrific to have a range of examples flexible \leftrightarrow rigid grading/eval tools.

- I still would like to learn more about grading/assessment of digital projects, esp. when students are working in groups & making discrete digital objects.

- I had few specific projects in mind when I arrived - one was an idea involving GIS mapping on campus & examining architecture.

I think, moving forward, the challenge is not a technical one, so much as one of replication.

Can more than one cohort of students complete such a project? Probably - the trick, I think, is connecting it to other kinds of art/humanities projects. This is good, I suspect, because it connects the campus to the larger culture.

I think there is great value in being able to feather these out - technical vs humanities

perhaps we can search for such projects and discuss in small workgroups

From JAC: This is exactly what Jim + I are

struggling with and it is not the DH component but the logistics of coordinating this work across courses and campuses.

Response from Matt: There are many resources out there for grading/assessing digital projects. Look for work ~~done~~ on this subject by Cathy Davidson & Mark Sample. Also do some googling around "digital projects" or "DH projects" & "assessment" & rubrics. I'd be happy to talk to you about my experiences w/ assessment.

- Re GIS/mapping & multi-class projects, see Trevor Owens's piece in DH debates (free online: dlib.berkeley.edu)



Eileen Thompson - LLC

Check in:

I wanted to learn a working definition of digital humanities after my initial understanding from the readings

I want to have a clear project assignment for one of my Fall classes - not the fully realized assignment but a clear idea that includes a specific aim of engaging with ~~the~~ archive tools (or more likely one tool)

I confessed to being "mid career" in the introductions, but it's more like "first half of the last third" of my career. My digital story will focus on the struggle ~~in~~ having seeing ~~my~~ where in my comfortable pedagogy I am willing to "break" what seems ~~to~~ coherent and whole to make something new. This is a process that is more difficult than I expected

My project: still researching, feeling overwhelmed

- you and me alike.
- it'll come to you.
- trust yourself.

Yes, I have many of these same feelings. I started creating some assignments yesterday that I can share with you. They are "baby steps" that will help my students & and I develop our digital skills. I am also hoping to learn technology that will enhance (without breaking) traditional strategies for skill development (like hub+spoke blogging). - Sally

what to learn:

project I had in mind:

digital story idea:

☞ good idea!

see Omeka.org - an online educators resource
↳ involves doing work & DH.

This project seems like it's meant to get us out of our comfort zones. I bet that future projects will seem a lot less intimidating after our "crash course" this week!

Sally
=

Anything to learn or learn better?

- Wordpress Hub + Spoke
- Omeka
- Mapping
- iMovie
- learning Omeka now; its fun but time consuming.

→ yes. I too want to learn mapping. Is this the fallin map project?

Ideas I had when I came here?

- creating digital assignments
- learning / discovering what is most relevant for my students

Digital Story idea?

How I've changed:

Because of some of our discussion, and because of some personal events this week, I have become more optimistic about (and open to) ~~the ways~~ the way the digital can reflect and even enhance the human. Nice.

I too have been struggling to be optimistic about what I'm hearing + reading - I want "value added" besides simply using cool new tech tools.

Projects

Questions

- How do we go from having photos, video, ^{emotional responses} and an audio file, to having a movie? [use iMovie or windows Movie Maker.] (Eileen)
- How do I create a hub + spoke Wordpress account/page? - Wordpress has a lot of plugins that can help; I'm still learning too! Buddypress and "Multisite" Plugins (and a lot of patience) might help.

I think it might be fun to have a group of "mid career" faculty discussing some of our shared intellectual +

Next Steps

- Capture more video / images / screenshots
- write script
- and learn the tech also. → not to add more to your plate... ☺

JESSE

- I want to learn more about grant funding opportunities.
- I want to learn more about Digimaps. Talking maps are super cool.
This is an interest of mine as well. Perhaps we could start a group on the list @ the CC where we can share stories & video tutorials - either those already available or maybe make our own!
- My digital story is about a change in attitude. I'm excited and also worried with anticipation on using tech to complete this project. - Me too! The "off the cuff" short production time is both limiting and kind of freeing.
I feel the same. It is a good reminder of the trepidation our students will experience when we drop it on them too!

I have most of the footage I need.

Need to develop my story line

Need to sync my story with my footage

* need to learn the tech to cut clips together

question: - how do I eliminate outside noise

- can I insert music along with my voiceover - I believe you can do this. PCs can but I am not very APPLE-savvy

I think Sandy will address this specifically - (I asked)

Jesse, I also want to learn more about digital mapping. How do you plan to use these maps? My "story" is also about a change in attitude. I really can't help with your questions, because I have the same ones. - Sally

Caroline to Quinn

What do I want to accomplish this week,
- specific things to learn, projects, digital stories

JR
Send
my
instructions

I want to learn to teach students how to
blog as both a rhetorical form and the actual
technical aspects of setting up a blog for the
writing class Blogger*, Medium, Wordpress

Make sure
to define
the
audience
(conceptually)
for students
they
want.

Jim McClurken's
work w/
Domain of
One's Own
(Univ. of Mary Wash)
♡! →

A project to finalize: for Mythology/Folklore class
an assignment for students to "locate" a
regional myth in its physical "home" and
digital record a performance in that place → Nice!



My story? Knitting as coding + breaking the
essay form (thesis/TA) in order to recreate it
as ??? - how these connect? Still figuring out

Questions/Next Steps/Frustrations

To be honest I'm feeling overwhelmed by my own
lack of technical knowledge + practice and how
much I have to learn before I begin teaching +
how to create a collaborative space for
class

I can help!
Tannya Rany
Lots practice

Stay Focused on
one part. Ignore
what you don't
like or aren't
interested in. x2

Yes!

How to do
- screenshots + videos

Jump

Perfection
is the
enemy
of
progress!

7/15/15 Check in for the week:

I wanted to accomplish multiple things today and for the rest of this week?

I don't know. For example, I don't know if I should submit my digital rhetoric proposal to PSA all at once. I don't know if I should finish the weekly roundup for JTPP.

③ start thinking about how to

include a connected/intertwined DH project into the first year seminar at La Guardia. What are the goals of this seminar?

Other things in the roundup: what are the goals of this seminar? What are the goals of this seminar? What are the goals of this seminar?

What are the goals of this seminar? I think you will have a good chance if you do something you are also interested in. I think you can also do it. I think you can also do it.

What connections might be useful?

Are you brainstorming with colleagues?

I wonder - do we

the order - do we find colleagues to work with first, then create a project, or the other way around.

digital stay idea:

street signs/notes
of public spaces/ the
web as a public

You have a
great collection
of pictures.

I'm still looking for

inspiration.

space (problematising

that idea)

Great idea and
lots of opportunity
for metaphors. Lots
of access to public
spaces have so many
should be lots to
draw from!

Appendix A:

Publicity Posters for

Introduction to Digital Humanities Course

Call for Institute Applications

Keynote Publicity for Marta Effinger Crichlow's talk, "Mapping Black New York"

NEW Spring Term English Course

Register in MyLane today!

ENGLISH 217

Introduction to Digital Humanities

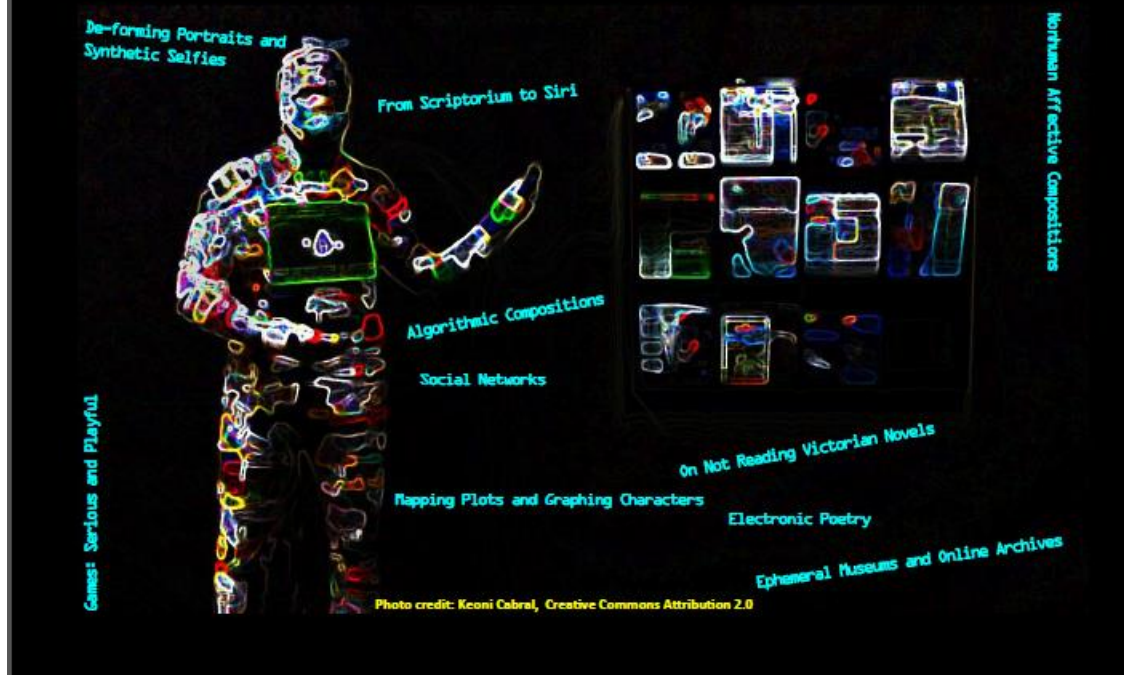
CRN 44057 Instructor: Dr. McGrail

Convenient Hybrid Class Scheduling:

Thursdays 2:00-3:50 and Online

Fulfills Arts and Letters Requirement

digital humanities:
reading, writing and culture in a
new age of technology



Publicity Poster for Introduction to Digital Humanities at Lane Community College by Anne B. McGrail



NATIONAL ENDOWMENT FOR THE
Humanities

An Institute for Community College Digital Humanists:

***Beyond Pockets of Innovation,
Toward a Community of Practice***

July 13-17, 2015

Lane Community College

Eugene, Oregon

All community college humanities faculty are invited to apply (part-time, full-time, adjunct)

Tuition is free for participants

Funding is available for travel, meals and lodging

Deadline March 3

To apply visit the institute website: <https://blogs.lanecc.edu/dhatthecc/>

For information contact project director Anne B. McGrail mcgraila@lanecc.edu

Institute Overview: This is the first NEH Digital Humanities Summer Institute designed for community college faculty. We will explore digital humanities (or "DH") methods, tools and applications for the arts, history, literature, writing, rhetoric, library science and others fields. Participants will emerge with a portfolio of prototypes to use in their classrooms. We will be led by a distinguished faculty of DH experts, including: **Matthew K. Gold, Jesse Stommel, Roopika Risam, Sandy Brown Jensen, Ian Coronado and Jake Agatucci.** An institute highlight will be a public keynote address by faculty expert **Marta Effinger-Crichlow** on *Mapping Black New York*.



Photo Credit:
Russell H. Shitabata

Publicity Poster: Call for Institute Applications



Free and Open to the Public



Mapping
Black New York:
an Interdisciplinary
Search for Home

Wednesday, July 15th 2015

6 pm

Lane Community College DOWNTOWN

Center for Meeting and Learning

101 W. 10th Avenue Eugene, Oregon

Professor Marta Effinger-Crichlow will discuss the evolution of her interdisciplinary course, "Black New York," in which students explore how people of African descent have shaped the complex identity of New York City over time. She will explore how she uses fieldtrips across the city as well exploration of digital resources to help her students map their own search for a place--a home in the metropolis of New York.

Marta Effinger-Crichlow is Chair and Associate Professor of Theater and Literature in the Department of African American Studies at New York City College of Technology.

This public keynote address is part of Lane's

NEH Advanced Topics in the Digital Humanities Summer Institute



Public Keynote Poster



NATIONAL ENDOWMENT FOR THE
Humanities

NEH Advanced Topics in the Digital Humanities Summer Institute
Lane Community College, Eugene, Oregon
July 13-17, 2015



MONDAY

SESSION THEMES: *DH as Content, DH as Method, DH as Pedagogy*

Morning I

9:00-9:30

Introductions to each other and the week

Anne McGrail and all

9:30-10:50

Making and Breaking in the Digital Humanities: Non-traditional Pedagogies for Community College Students

Jesse Stommel

10:50-11:00 Break

Morning II

11:00-12:00

Follow-up discussion on presentation and readings

Jesse Stommel

12:00-1:00 LUNCH

Afternoon I

1:00-2:00

1 **AGENDA: NEH Advanced Topics in the Digital Humanities Summer Institute for Community College Digital Humanists: Beyond Pockets of Innovation, Toward a Community of Practice**
July 13-17, 2015

Intro to Digital Storytelling “Parting Shots”

Sandy Brown Jensen

Sandy will demonstrate the principles of digital storytelling and lead participants in developing a Digital Story for the institute. All week, participants will add to their digital story with the goal of presenting a 3-5 minute story during the capstone “lightening talks” on Friday morning and afternoon.

Instructions/Preparations from Sandy

- We will be doing a variety of quick digital story projects throughout the week.
- You will find it handy to have with you a cell phone, camera, or tablet that takes both stills and video.
- Please have a video editing app faced on your Device of Choice. For example, iMovie on an i-Device.
- Please have created a free YouTube or Vimeo account and have it faced to the same device that has your photo editing app.
- Make sure you have an e-mail program installed and functional on that same device.
- Think ahead to bringing the device(s) you are most comfortable working on.
- Dealing with tech delays is never fun, so if everyone shows up with their devices and their own chargers, with plenty of free memory, that would be some kind of Dream Come True.
- Please make sure devices are charged before sessions every day during the Institute.

2:00-2:15

Cookie Break

Afternoon II:

2:15-4:00

Humanities Course Makeovers and Infusions: Guided brainstorm and planning session for “making and breaking things” in courses. Working solo or in groups, participants take a current unit/assignment/outcome and map out, in detail, what a revision/makeover or an infusion inspired by the day’s presentation/readings/discussions would look like.

Studio Hour/Worksession: Solo, pair and group sessions to prototype the assignment and post on faculty commons site.

Coaches will be available live and remotely to answer your questions as you progress.

4:00

Parting Shots: Reflect on the day’s work and post to the DH @ the CC Commons and/or record/photograph for your Digital Story.

2

AGENDA: NEH Advanced Topics in the Digital Humanities Summer Institute for Community College Digital Humanists: Beyond Pockets of Innovation, Toward a Community of Practice
July 13-17, 2015

Don't forget to go on to the DH @ the CC Commons to post your reflection/evaluation for the day.

TUESDAY

SESSION THEMES: *DH as Content, DH as Method, DH as Pedagogy, DH as Community Builder*

Morning I

9:00-9:30

Greeting, Q and A from Day 1

Anne McGrail and all

9:30-10:50

Communities and Classrooms as Living Laboratories for Digital Humanities Work

Matthew K. Gold

10:50-11:00

Break

Morning II

11:00-12:00

Follow-up discussion on presentation and readings

Matthew K. Gold

12:00-1:00

LUNCH

Afternoon I

1:00-2:00

Humanities Course Makeovers and Infusions: Guided brainstorm and planning session redesigning a course with a multi-tiered place-based digital humanities project that integrates local, regional and digital resources. (Alternatively, participants can continue a project begun on Monday). Working solo or in groups, participants take a current unit/assignment/outcome and map out, in detail, what a revision/makeover or an infusion inspired by the day's presentation/readings/discussions would look like.

Afternoon II:

2:00-4:00

3

AGENDA: NEH Advanced Topics in the Digital Humanities Summer Institute for Community College Digital Humanists: Beyond Pockets of Innovation, Toward a Community of Practice
July 13-17, 2015

Studio Hour/Worksession: Solo, pair and group sessions
Post prototypes, forays into projects on the faculty commons site.

Coaches will be available live and remotely to answer your questions as you progress.

4:00

Parting Shots Day 2: Reflection on the day and adding to Digital Stories
Don't forget to go on to the DH @ the CC Commons to post your reflection/evaluation for the day.

WEDNESDAY:

SESSION THEMES: DH as Content, DH as Method, DH as Pedagogy, DH as Community Builder, DH as Tool for the Public Humanities, Social Justice and Change

Morning I

9:00-9:30

Greeting and Q and A from Day 2

Anne McGrail

NOTE: *The rhythm of today's session will be slightly different. We'll meet in the morning for Q and A and then discussion of readings with Marta Effinger-Crichlow. And then we'll work on projects/prototypes/digital stories in the late morning and after lunch, ending early for the day and then reconvening at 6:00 pm for Marta's evening keynote. Lane's President Mary Spilde will introduce Marta and also be hosting an evening reception after the keynote.*

9:30-10:50

Discussion of Readings

Marta Effinger Crichlow

10:50-11:00

Break

Morning II

11:00-12:00

Humanities Course Makeovers and Infusions: Guided brainstorm and planning session for using cultural mapping in participants' courses, et al. Participants take a current unit and map out, in

detail, what an entire revision/makeover or an infusion of this DH project might look like. Or continue working on an extended project.

12:00 NOON

LUNCH

Afternoon I

12:00-2:00

Studio Hour/Worksession: Solo, pair and group sessions. Post prototypes, forays into projects on the faculty commons site.

Coaches will be available live and remotely to answer your questions as you progress.

2:00 Cookie Break

Afternoon II

2:15-3:00

Parting Shots Day 3: Reflection on the day and adding to Digital Stories

Don't forget to go on to the DH @ the CC Commons to post your reflection/evaluation for the day.

3:00-6:00

On your own for the afternoon. Reconvene at the Lane Downtown Center for 6:00 pm keynote

6:00-7:30

KEYNOTE OPEN TO THE PUBLIC

Marta Effinger-Crichlow

"Mapping Black New York: an Interdisciplinary Search for Home"

7:30-9:00 pm Reception Hosted by Lane Community College President Mary Spilde

THURSDAY

SESSION THEMES: DH as Method, DH as Rhetoric, DH as Community Builder, DH as Tool for the Public Humanities, Social Justice and Change

5

AGENDA: NEH Advanced Topics in the Digital Humanities Summer Institute for Community College Digital Humanists: Beyond Pockets of Innovation, Toward a Community of Practice
July 13-17, 2015

Morning I

9:00-9:30

Greeting and Q and A

Anne and All

9:30-10:50

Decolonizing Digital Humanities and Rewriting Wikipedia

Roopika Risam

10:50-11:00

Break

Morning II

11:00-12:00

Follow-up discussion on presentation and readings

Roopika Risam

12:00-1:00

LUNCH

Afternoon I

1:00-2:00

Humanities Course Makeovers and Infusions: Guided brainstorm and planning session in “decolonizing” curriculum and redesigning a course or assignments with Wikipedia (or continuation of your work). Working solo or in groups, participants take a current unit/assignment/outcome and map out, in detail, what a revision/makeover or an infusion inspired by the day’s presentation/readings/discussions would look like.

Afternoon II:

2:00-4:00

Studio Hour/Worksession: Solo, pair and group sessions
Post prototypes, forays into projects on the faculty commons site.

Coaches will be available live and remotely to answer your questions as you progress.

4:00

Parting Shots Day 4: Reflection on the day and adding to Digital Stories

Don't forget to go on to the DH @ the CC Commons to post your reflection/evaluation for the day.

FRIDAY:

INSTITUTE THEMES: DH as Method, DH as Pedagogy, DH as Rhetoric, DH as Community Builder

Morning I

9:00-10:00

Greeting and final set-up and preparations for Lightning Round Presentations
Participants sign up for presentations

10:00-11:00

Lightening Rounds I

8 presenters

11:00-11:15

Break

Morning II

11:15-12:00

Lightening Rounds II

5 presenters

12:00-1:00

LUNCH

Afternoon I

1:00-2:30

Lightening Rounds III

10 presenters

2:30-2:45

Cookie Break

Afternoon II

2:45-4:00

Lightening Rounds IV

6 Presenters

4:00-5:00

Critical Reflections. Institute Evaluations

INSTITUTE CLOSE*

8

AGENDA: NEH Advanced Topics in the Digital Humanities Summer Institute for Community College Digital Humanists: Beyond Pockets of Innovation, Toward a Community of Practice
July 13-17, 2015



READING PACKET TABLE OF CONTENTS

An Institute for Community College Digital Humanists: Beyond Pockets of Innovation, Toward a Community of Practice

Day 1 MONDAY JULY 13

Facilitator: Jesse Stommel

Theme Today: "Making and Breaking in the Digital Humanities: Non-Traditional Pedagogies for Community College Students"

Readings

[Introduction](#) and [Part I](#), *Debates in the Digital Humanities*. Matthew K. Gold, editor. Minneapolis: University of Minnesota Press, 2012.

Pages 1-79

Stephen Ramsay, "[The Hermeneutics of Screwing Around; or What You Do with a Million Books](#)"

Pages 80-87

Jesse Stommel, "[The Digital Humanities is About Breaking Stuff](#)"

Pages 88-91

Sean Michael Morris, "[What is Digital Pedagogy?](#)"

Pages 92-93

Jesse Stommel "[Critical Digital Pedagogy](#)"

Pages 94-98

Jesse Stommel and Sean Michael Morris, "[Ten Things the Best Digital Teachers Do](#)"

Pages 94-98

Mark Sample, "[Building and Sharing \(When You're Supposed to Be Teaching\)](#)"

Pages 101-103

Mark Sample, "[Notes towards a Deformed Humanities.](#)"

Pages 104-108

Adeline Koh, "[Introducing Digital Humanities Work to Undergraduates: An Overview](#)"

Pages 109-124

From our master digital storyteller, Sandy Jensen: Notes for Digital Storytelling

Welcome to the "Thinking About the Digital Part of the Digital Humanities Institute!"

- We will be doing a variety of quick digital story projects throughout the week.
- You will find it handy to have with you a cell phone, camera, or tablet that takes both stills and video.

- Please have a video editing app faced on your Device of Choice. For example, iMovie on an i-Device.
- Please have created a free YouTube or Vimeo account and have it faced to the same device that has your photo editing app.
- Make sure you have an e-mail program installed and functional on that same device.
- Think ahead to bringing the device(s) you are most comfortable working on.
- Dealing with tech delays is never fun, so if everyone shows up with their devices and their own chargers, with plenty of free memory, that would be some kind of Dream Come True.
- Please make sure devices are charged before sessions every day during the Institute.

Day 2 TUESDAY JULY 14:

Facilitator: Matthew K. Gold

Theme Today: “Communities as Classrooms and Living Laboratories for Digital Humanities Work”

Readings

Introductions

AVAILABLE ON THE WEB ONLY: Lisa Spiro, “[Getting Started in the Digital Humanities.](https://digitalscholarship.wordpress.com/2011/10/14/getting-started-in-the-digital-humanities/)” (with special attention to browsing resource links). (<https://digitalscholarship.wordpress.com/2011/10/14/getting-started-in-the-digital-humanities/>)

Anne Burdick et al., “The Project as Basic Unit” and “Learning Outcomes for the Digital Humanities” in Burdick et al., [Digital Humanities.](#)

Pages 125-127

(Recommended, Not Required) John Unsworth, “Documenting the Reinvention of Text: The Importance of Failure.” *Lessons Learned in Electronic Publishing* Volume 3, Issue 2 (December, 1997).

<http://quod.lib.umich.edu/cgi/t/text/text-idx?c=jep;view=text;rgn=main;idno=3336451.0003.201>

Pages 128-135

Theories

Johanna Drucker, "Humanities Approaches to Graphical Display." *Digital Humanities Quarterly*. Volume 5 Number 1 (2011). <http://www.digitalhumanities.org/dhq/vol/5/1/000091/000091.html>

Pages 136-158

Matthew G. Kirschenbaum, “What Is an @uthor?” *Los Angeles Review of Books*. 6 February 2015.

<http://lareviewofbooks.org/essay/uthor>

Pages 159-164

Franco Moretti, "The Slaughterhouse of Literature." Moretti, *MLQ: Modern Language Quarterly*, Volume 61, Number 1 (March 2000): 207-227.

Pages 165-186

Michael Witmore, "Text: A Massively Addressable Object." *Debates in the Digital Humanities*, ed. Matthew K. Gold. Minneapolis: University of Minnesota Press, 2012. <http://dhdebates.gc.cuny.edu/debates/text/28>

Pages 187-190

Practices and Projects

Matthew K. Gold, "[Looking for Whitman: a Multicampus Experiment in Digital Pedagogy.](#)" In Brett D. Hirsch, ed. *Digital Humanities Pedagogy: Practices, Principles and Politics*. Cambridge, UK: Open Book Publishers, 2012.

Pages 191-204

"On Building Things: Student-Designed Print and Digital Exhibits in the Book History Class." Jessica DeSpain. In *Transformations: the Journal of Inclusive Scholarship and Pedagogy*. XXII, 1, Summer 2011.

Pages 205-216

Jeffrey McClucken, "[Teaching and Learning with Omeka: Discomfort, Play and Creating Public, Online Digital Collections.](#)" In *Learning Through Digital Media*. Trebor Sholz, ed.

Pages 217-226

AVAILABLE ON THE WEB ONLY: Sample keywords from *Digital Pedagogy in the Humanities*, Ed. Rebecca Frost Davis, Matthew K. Gold, Katherine D. Harris, and Jentery Sayers. Modern Language Association (Forthcoming) - Draft keywords: <https://github.com/curateteaching/digitalpedagogy/tree/master/keywords> (select 2-3 keywords that interest you. Please note that this is all draft work that has not yet been peer reviewed.)

Day 3: WEDNESDAY, JULY 15

Facilitator: Marta Effinger Crichlow

Theme Today: DH as Tool for Public Humanities and Equity; Keynote Address: "Mapping Black New York: An Interdisciplinary Search for Home"

Readings:

Anita Hill, "CH. 3: Gender and Race at Home in America." In Hill, Anita, *Reimagining Equality: Stories of Gender, Race and Finding Home.* Boston: Beacon 2011.

Pages 227-237

Chris Johanson et al, "Teaching Digital Humanities Through Digital Cultural Mapping." In *Digital Humanities Pedagogy: Practices, Principles and Politics*. Ed. Brett D. Hirsch.

Pages 238-252

Moya Bailey, "[All the Digital Humanists are White, All the Nerds are Men, But Some of Us Are Brave.](#)" *Journal of Digital Humanities*. 1. 1. 2011.

Pages 253-254

Tara McPherson, "[Why are the Digital Humanities So White? Or Thinking the Histories of Race and Computation.](#)" In *Debates in the Digital Humanities*.

Pages 255-272

Day 4: THURSDAY, JULY 16

Facilitator: Roopika Risam

Theme Today: "Decolonizing Digital Humanities and Rewriting Wikipedia."

Readings:

[“The Rewriting Wikipedia Project: Why Rewrite Wikipedia”](#) by Adeline Koh and Roopika Risam. *Postcolonial Digital Humanities*. Blog. 21 March 2013

Pages 273-274

Jakob Nielsen, [“Participation Inequality: Encouraging More Users to Contribute.”](#) Neilsen Norman Group. Blog. October 9, 2006.

Pages 275-279

Lisa Nakamura and Peter A. Chow-White. “Race and Digital Technology Code, the Color Line, and the Information Society.” In *Race After the Internet*. New York: Routledge 2012.

Pages 280-289

Melanie Kill. “Teaching Digital Rhetoric: Wikipedia, Collaboration and the Politics of Free Knowledge.” *Digital Humanities Pedagogy: Practices, Principles and Pedagogy*. Ed. Brett D. Hirsch

Pages 290-299

Amy E. Earhart. [“Can Information Be Unfettered? Race and the New Digital Humanities Canon.”](#) In *Debates in the Digital Humanities*.

Pages 299-308

Lisa Nakamura. “The Racio-Visual Logic of the Internet” (Epilogue). *Digitizing Race Visual Culture and the Internet*. University of Minnesota Press, 2008.

Pages 309-317

BEST READ WITH LINKS ON WEB: Amy E. Earhart, “Diverse History of Digital Humanities”
<http://dhhistory.blogspot.com/>

Pages 318-337

Siobhan Senier, "Digitizing Indigenous History: Trends and Challenges." *Journal of Victorian Culture* 19.3 (2014): 396-402.

Pages 338-345

Day 5: Friday, July 17

Facilitators: Jake Agatucci, Ian Coronado, Sandy Brown Jensen, Anne McGrail

Theme Today: *Lightening Round Presentations and Digital Stories*

Readings and Resources Available Online Only (Recommended not required)