White Paper

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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/

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.)

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.

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-dhathecc-project-digital-humanities-needs-community-colleges/?platform=hootsuite](https://teachingpals.wordpress.com/2016/02/29/the-dhathecc-project-digital-humanities-needs-community-colleges/?platform=hootsuite)


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**List of Institute Participants, Disciplines and Home Institutions**

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**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.

**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 NYCT - 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.

**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.

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.

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](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.lanecc.edu/](https://dhatthecc.lanecc.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](https://vimeo.com/133727695)
- Aaron Gulyas [https://vimeo.com/133727856](https://vimeo.com/133727856)
- Sandy Brown Jensen [https://vimeo.com/133727695](https://vimeo.com/133727695)
- Courtney Danforth ([movie](https://vimeo.com/133717917) | [transcript](http://vimeo.com/133707046))
- Laura Sanders [https://vimeo.com/133717917](https://vimeo.com/133717917)
- Oliver Rosales [https://www.youtube.com/watch?v=DyJ_tYiKDTE](https://www.youtube.com/watch?v=DyJ_tYiKDTE)
- Sally Demarest [https://www.youtube.com/watch?v=Mtq3ado-3hk](https://www.youtube.com/watch?v=Mtq3ado-3hk)
- Scott West [https://www.youtube.com/watch?v=0hNbfut5SoA](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

Annamarie 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=TVjZ1oqnDE

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.”
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?

But now I think...
Did today's sessions enhance or challenge any of your previously-held ideas?

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

Where will I go from here?
Did today's session give you any ideas to adopt into your own courses / pedagogy?

mcgraila
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 assessment was quick and easy to complete.

(Sandy's)

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

How to infuse writing classes in particular. Lit 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

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?
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 and I am in a foggy state about my experience but I definitely feel jarred loose... floating in new space... 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
Wikipedia, Twitter, etc.
And to think differently about productive active assignments that are rich in
assessment... not to be

Reflections and Evaluations
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 was resistant to the concepts of “breakup” and “buildup,” but now I think they seemed to be honest.

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...

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

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
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?

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, suggested JS advocated/suggested blend of traditional teaching approaches. I'm not sure if he was arguing for

Where will I go from here?
Did today's session give you any ideas to adopt into your own courses / pedagogy?

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

Reflections and Evaluations
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 topics.

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 enough of a sense of what others are doing to have a map of where I might land.

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

Not so much questions generally, but it's time to set in front of my computer and learn more about the specific tools.

Where will I go from here?
Did today's session give you any ideas to adopt into your own courses / pedagogy?

yep - but still at the exploratory stage.
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 nature of the human condition.
Plan for the week:

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: Full syllabi + Digital Assignments
   - What course?
     - Digital? Paper? PDF?

3) Digital Story Idea: DH Community - like an ocean (vast + learning with life)
   - Stay Focused on one Part?
     - Where images + video of community
     - How are you going to get ocean video?
   - Have you tried WeVideo?

Questions: How to put my video together, how to proceed with #1

Next Steps: Play w/video editing + write

- Make GoogleDoc Bibliography
- Eventually post syllabus assignments to Common

Frustrations: Digital video compilation

Windows MovieMaker? Screencast.com? WeVideo? Popcorn.js

I'll be using this to create mini - I think it's pretty intuitive... I've only used it once...
Plan -
- Write a couple of modules for classes
- Digital Storytelling > Film / DePaul Class

Digital Humanities -
- Grants for digital humanities?
- Digital Story > Take images from past 2 years
  places that I have been doing digital stuff.

Questions - where are you?
- Need more time - Me, too!
- Need workshops - after the fact (not clear)
- Frustration - Not enough time
  Grants for release time?

The DH at the CC Commons might be a good resource

This is a fantastic idea, and I like Lauren'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 an across-the-board 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.
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 portfolios in my first year seminars. Interesting. Engagement through social media?

But one thing I need help with is: where do I start?

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 and just pick one! It doesn't have to be perfect!!

I'm frustrated. 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
time - to help me get things done, I've tried to let go of
all the things I want to try or to learn about all practice

for a more polished project at my own institution.
What I hoped to hear about, but didn’t...
where could I go deeper...?
How will I explain

How do we discuss risks like cyber bullying in social media?
- Flacks, 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 in the Commons, could we have a space for suggestions about what works and didn’t work?
Check me off myself - cool!

Congruent Omeka/Netlinc - begun practicing

Revise HUM 257 syllabus/calendar to reflect more DH

Story idea ... ??

Tech challenges from Tues? Building a web of tools?

Lagging BABY STEPS?

When am I w/project? Question, next steps, goals?

Steps - get FTP done & install Netlinc

- 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 🙈

What do you mean by using student work from Spring?

Have you done DH projects before? (my eyes get tired too!)

I did this too. And my biggest resistance was trying to do too much.

So first version, focus 1 or 2 assignments, don't try to do too much. What would best work with your students?
It would be terrific to have a range of examples, flexible to rigid grading tools.

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

From there: This is exactly what you & I are struggling with and it is not the B1 component but the logistics of coordinating this work across courses & campuses.

Response from Matt: There are many resources out there for grading/assessing digital projects. Look for work here on this subject by Cathy Davidson & Mark Sample. Also do some poking 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: dhdebate.gc.cmu.edu)
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 area of engaging with structural tools (or more likely one tool)

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

My project: still researching, feeling overwhelmed

Yes, I have many of these same feelings. I started creating some assignments letter day that I can share with you. They are "baby steps" that will help my students and develop digital skills. I am also hoping to learn technology that will enhance (without breaking) traditional strategies to skill development (like hub and spoke blogging). - Sally
Anything to learn or learn better?
- Wordpress Hub + Spoke
- iMovie
- Omeka
- Mapping

I too have been learning Omeka now, its fun but time consuming.

I’ve learned digital assignments, learning/discovering what is most relevant for my students

Idea 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, struggling to be optimistic about what I’m hearing from other faculty. And I’ve been reading more about reading - and writing "value added" Besides simply using new tech tools.

I think it might be nice to have a group of "mid-career" faculty discussing some of our shared intellectual responses.

Projects

Questions
- How do we go from having photos, video, emotional responses (like)
- and an audiophile, to having a movie? [Use iMovie of Windows Movie Maker]
- 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

Next steps
- Capture more video/images/screenshots
- Write script
- and learn the tech also, not to add more to your plate... 😊
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 in the LIT@theCC where we can share stories and video tutorials - either those already available or analyze 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 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
  - how do I eliminate outside noise
  - can I insert music along with my voiceover

I think Sandy will address this specifically (I asked)

I believe you can do this. PCs can but I am not very Apple-savvy.

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 Le Quinh

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

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

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 — Magic!

My story: knitting as code up + break-up the essay farm (then?) in order to re-create it as ?? — how these connect? Still figuring out

Questions/Next Steps/Frustrations

To be honest, I am 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 a class.

& can help! Tawnya Rany
let's practice!

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

Have screenshots & videos

Yes!
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 if I should:
① Submit my digital rhetoric proposal to RSAoston.
② Finish the weekly roundup for JTP.
③ Start thinking about how to include a connected/networked DH.

Other things I'm thinking about:
- What are the goals of the seminar at La Guardia?
- What are the goals of this seminar?
- What are my illustrations? How do I decide a project is strong enough to invest in long-term?
- Are you brainstorming with colleagues?
- I wonder about the order - do we find colleagues to work with first, then create a project, or the other way around?
<table>
<thead>
<tr>
<th>digital story idea: street signs/rules of public spaces</th>
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<tbody>
<tr>
<td>You have a great collection of pictures.</td>
</tr>
<tr>
<td>I'm still looking for inspiration.</td>
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<tr>
<td>Great idea and lots of opportunity for metaphors. Lots of access to public spaces have so them should be lots to choose from!</td>
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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

Photo credit: Reena Cohnal, Creative Commons Attribution 2.0
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/dbatthecc/
For information contact project director Anne B. McGrail mcgraila@lanecc.edu

Institute Overview: This is the 1st 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 Shivam, Sandy Brown Jensen, Ian Coronado and Jake Aglalucci. An institute highlight will be a public keynote address by faculty expert Marta Enfinger-Crichlow on Mapping stock New York.
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
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
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.
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
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*

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<thead>
<tr>
<th>6:00-7:30</th>
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<tr>
<td>KEYNOTE OPEN TO THE PUBLIC</td>
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<tr>
<td>Marta Effinger-Crichlow</td>
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<tr>
<td>“Mapping Black New York: an Interdisciplinary Search for Home”</td>
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| 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**
**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 Lightening 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*
**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**

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<tr>
<td>Stephen Ramsay, “The Hermeneutics of Screwing Around; or What You Do with a Million Books”</td>
<td>Pages 80-87</td>
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<tr>
<td>Jesse Stommel, “The Digital Humanities is About Breaking Stuff”</td>
<td>Pages 88-91</td>
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<tr>
<td>Sean Michael Morris, “What is Digital Pedagogy?”</td>
<td>Pages 92-93</td>
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<td>Jesse Stommel “Critical Digital Pedagogy”</td>
<td>Pages 94-98</td>
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<td>Jesse Stommel and Sean Michael Morris, “Ten Things the Best Digital Teachers Do”</td>
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<tr>
<td>Mark Sample, “Building and Sharing (When You’re Supposed to Be Teaching)”</td>
<td>Pages 101-103</td>
</tr>
<tr>
<td>Mark Sample, “Notes towards a Deformed Humanities.”</td>
<td>Pages 104-108</td>
</tr>
</tbody>
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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.
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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

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

Pages 128-135

Theories


Pages 136-158

http://lareviewofbooks.org/essay/uthor

Pages 159-164


Pages 165-186


Pages 187-190
### Practices and Projects


**Pages 191-204**


**Pages 205-216**


**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](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:**


**Pages 227-237**


**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**


**Pages 255-272**

### Day 4: Thursday, July 16

**Facilitator:** Roopika Risam

**Theme Today:** “Decolonizing Digital Humanities and Rewriting Wikipedia.”

**Readings:**
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<th>Day 5: Friday, July 17</th>
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<tbody>
<tr>
<td>Facilitators: Jake Agatucci, Ian Coronado, Sandy Brown Jensen, Anne McGrail</td>
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<tr>
<td>Theme Today: Lightening Round Presentations and Digital Stories</td>
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<tr>
<td>Readings and Resources Available Online Only (Recommended not required)</td>
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