

## NEH Advanced Topics in Digital Humanities Summer Institute



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**

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Community college faculty need a digital humanities (DH) institute of their own. Results of Lane Community College's NEH ODH Start-Up Grant, "Bringing Digital Humanities to the Community College" demonstrate that community college (CC) faculty are immersed in the daily intensive work of teaching and are unable to devote time and resources needed to learn DH theory, methods and practice. Lane requests support to host 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 will work with experts to translate current theory and practice in DH for the unique learning needs of community college students in open-access institutional contexts. Ultimately, this institute, which includes a public keynote address, lays the intellectual groundwork for CC students' later participation in upper division, graduate or public digital humanities projects. It will increase the profile and relevance of humanities in the 21<sup>st</sup> century by extending engagement with digital humanities to a higher education community that has been largely overlooked in the developing field.

Outcomes for the institute will be guided by research questions significant to community college digital humanists and to the field at large as DH continues to expand its disciplinary and practical boundaries.

- **DH as Content:** What kinds of DH content are best suited to the open-access and lifelong learning contexts in community college humanities classes? **Outcome:** Participants explore, use and/or create digital exhibits scaffolded for community college students.
- **DH as Method:** How can faculty expand and deepen traditional humanities and close reading methods by adapting and adopting tools for text mining, distant reading, and other DH methods? **Outcome:** Participants infuse instructional designs with digital textual analysis.
- **DH as Pedagogy:** How can the use of "living laboratories" and creation of born-digital projects enhance humanities' relevance to higher education and support students' developing intellectual identities as producers and not just consumers of knowledge? **Outcome:** Participants design a place-based research project that invites students to use digital methods in humanities courses.
- **DH as Rhetoric:** What kinds of DH projects can help students see the (often hidden) rhetorical power of digital tools and methods and learn about the constraints and arguments embedded

within them? **Outcome:** Participants create a scaffolded design for tool use and analysis of the rhetorical functions and interactions of digital assets, architecture and user displays.

- **DH as Community Builder:** How can DH projects cultivate connections among students and their communities? **Outcome:** Participants create prototypes for community-based projects in, for example, crowdsourcing data, oral history projects, maps and georeferencing.
- **DH as Tool for Public Humanities and Equity:** What projects illuminate systemic biases and exclusions embedded in DH tools, methods and culture and how might we leverage the affordances of DH to address these problems? **Outcome:** Participants prototype a project for identifying and responding to a demonstrably exclusionary digital tool or practice.

The 25 participants will emerge from the institute with a portfolio of project prototypes in, for example, data visualization, multimedia production, geospatial mapping, crowdsourced research, and digital storytelling, among others, each designed for an open-access community college context. To extend the reach of the institute, participants' work will be shared on an online commons that will serve as a hub for developing a national community of inquiry and practice in DH at the CC.

### **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 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.

**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.