

Course Outline and Institute Schedule

Version: **May 21, 2019**

Phase 1: Pre-institute (March-May 2019):

Required readings:

- Amy E. Earhart and Toniesha L. Taylor. "Pedagogies of Race: Digital Humanities in the Age of Ferguson." *Debates in the Digital Humanities 2016*. Eds. Matthew K. Gold and Lauren F. Klein. Minneapolis, MN: University of Minnesota Press, 2016. 251-264: <http://dhdebates.gc.cuny.edu/debates/text/72>
- Roopika Risam. "Navigating the Global Digital Humanities: Insights from Black Feminism." *Debates in the Digital Humanities 2016*. Eds. Matthew K. Gold and Lauren F. Klein. Minneapolis, MN: University of Minnesota Press, 2016. 359-367: <http://dhdebates.gc.cuny.edu/debates/text/80>
- Miriam Posner, "How'd They Make That?" 23 August 2013, <http://miriamposner.com/blog/how-did-they-make-that/>

Other resources:

- Diasporic Literary Archives. *Diasporic Literary Archives*. <http://www.diasporicarchives.com/>
- Digital Library of the Caribbean (dLOC) Partner Institutions. *Digital Library of the Caribbean (dLOC)*. <http://dloc.com>
- Schuyler Esprit and Create Caribbean. *Create Caribbean*. Dominica State College, Dominica, 2015-: <http://createcaribbean.org/>
- Kaiama Glover and Alex Gil, Eds. *sx: archipelagos*. Small Axe, 2016-. <http://smallaxe.net/sxarchipelagos>
- *Tooling Up for Digital Humanities: Pedagogy*, Stanford University, http://toolingup.stanford.edu/?page_id=1211
- *Digital Pedagogy in the Humanities: Concepts, Models and Experiments*, Modern Language Association (2016), <https://digitalpedagogy.mla.hcommons.org>
- Johanna Drucker, "Intro to Digital Humanities," UCLA, <http://dh101.humanities.ucla.edu/>
- *The Journal of Interactive Technology & Pedagogy*, <https://jitp.commons.gc.cuny.edu/>
- *Hybrid Pedagogy*, <http://www.digitalpedagogylab.com/hybridped/>

Phase 2: Institute at UF (May 20-24, 2019)

The Institute's primary goals are for participants to learn and adapt digital humanities tools and practices to the needs of their students and their own needs for teaching and inclusion in a digital humanities community of practice. The in-person week will thus mirror the same steps taken in developing Open Educational Resources¹ for implementation by participants in their local communities and for sharing for use by others in other courses. These steps include learning about and experimenting with tools and technologies, implementing these with syllabi and assignments, and sharing the new course materials widely. The sessions each day will ground technologies (including StoryMapJS, TimelineJS, Google Maps, and Scalar) with use cases in Caribbean Studies, present existing Caribbean DH resources and communities, and engage participants in hands-on work with technologies, digital pedagogy, DH, and Caribbean Studies teaching practices.

Groups		
Group 1	Group 2	Group 3
Bastien Craipain Nathan Dize Laetitia Saint-Loubert Hadassah St. Hubert Hélène Huet	Sophonie Joseph Rachel Denney Crystal Felima Jose Vazquez	Katerina Gonzalez Seligmann Rosamond King Takkara Brunson Leah Rosenberg
Group 4	Group 5	Group 6
Ricia Chansky Sancinito Molly Hamm-Rodriguez Mirerza González Nadjah Rios Villarini	Juliet Glenn-Callender Sally Everson Shearon Roberts Melissa Jerome Chelsea Johnston	Randi Gill-Sadler Audra Merfeld-Langston Lisa Ortiz Schuyler Esprit
Group 7	Group 8	Group 9
Anita Baksh Yanie Fecu Tao Goffe Perry Collins	Aaron Kamugisha Keja Valens Debbie McCollin Margo Groenewoud	Kristin Adele Okoli Erin Zavitz Ronald Johnson Miguel Asencio

¹ Open Educational Resources, often referred to as OERs, are freely accessible, openly licensed digital materials (text, audio, textbooks, syllabi, lesson materials, etc.) that are useful for teaching.

May 20 | Day 1: Welcome, Teaching with Digital Repositories, and Metadata

Guest Faculty: Miguel Asencio, Schuyler Esprit, Mirerza González, Margo Groenewoud, Debbie McCollin, Nadjah Rios Villarini; with Bess de Farber, Crystal Felima, Melissa Jerome, Hadassah St. Hubert

Topics & Skills:

- Overview of key methods, issues, and concepts for utilizing resources from and collaborating with Caribbean Studies Repositories (including dLOC, *The Diaspora Project*, Dutch Caribbean Digital Platform, National Digital Newspaper Program, and Umbral)
- Teaching metadata as a boundary concept across teaching faculty, libraries, and archives for utilizing materials in teaching, using collections as part of teaching and class production, identifying limitations to the field and research questions from gaps in collections, and developing competencies in metadata for enabling next step, advanced research

Reading:

- Alex Gil and Élika Ortega. “Global Outlooks in Digital Humanities: Multilingual Practices and Minimal Computing.” *Doing Digital Humanities*. Eds. Richard Lane, Raymond Siemens, and Constance Crompton. London/NY: Routledge, 2016. 22-34.
- Leah Rosenberg. “Refashioning Caribbean Literary Pedagogy in the Digital Age.” *Caribbean Quarterly* (62:3-4), 2016, <http://www.tandfonline.com/doi/abs/10.1080/00086495.2016.1260282>

Schedule for May 20 Day 1: Welcome, Teaching with Digital Repositories, and Metadata Location, 8:45-11:15am: Latin American & Caribbean Collections, Smathers Library Location, afternoon: Smathers Library, room 100	
8:45-9:15am	Welcome and overview of Institute (Co-Directors)
9:15-11:15am	CoLAB introductions (de Farber)
11:15-12:30pm	Lunch: Broward Dining Hall
12:45-1:45pm	Lecture & Discussion: Orientation to Caribbean Studies digital repositories for DH teaching Lightning Round Style Introduction to Caribbean digital repositories and programs (3-5 minutes each, then time for discussion): <ul style="list-style-type: none"> • Chronicling America: Melissa Jerome • Create Caribbean: Schuyler Esprit • Digital Library of the Caribbean: Miguel Asencio and Hadassah St. Hubert • Diaspora Project: Mirerza González Nadjah Rios Villarini; • Haitian Studies and Digital Humanities: Crystal Felima • DH teaching at the University of Curaçao: Margo Groenewoud • DH teaching at the University of the West Indies, St. Augustine: Debbie McCollin
1:45-2pm	Break
2-3pm	Lecture & Workshop: Using, analyzing, and creating metadata to bridge collections, DH, and the classroom. Locating items in repositories with reference metadata to create sets in spreadsheets based on location and time; spreadsheets to be used in workshops on day 2 (Huet, Taylor) Presentation: What is Metadata and How to Use It: citing with links, finding permanent links in repositories, finding image links, etc. Creating spreadsheet for TimelineJS and other tools. Participants will use the spreadsheet data to create timelines. Data to be included: Repositories with permanent links to items Descriptions (from the item metadata) Dates Locations
3-3:15pm	Break
3:15-4:30pm	Discussion & Workshop: TimelineJS for locations, with structured data and repository materials (Mistretta, Taylor) Participants will produce Timelines with at least three entries related to their teaching or research.

May 21 | Day 2: Mobility & Movement: Presenting & Visualizing DH Caribbean Studies

Faculty: Miguel Asencio, Schuyler Esprit, Mirerza González, Margo Groenewoud, Debbie McCollin, Nadjah Rios Villarini; with Margarita Vargas Betancourt

Topics & Skills:

- Introducing “data” as concept and data materials in the classroom
- Organizing and breaking down digital resources into data elements for presenting and visualizing with maps and timelines
- Creating basic data visualizations as timelines, story maps, and maps from spreadsheets

Readings:

- K. N. Ghisyawan. “Introduction to Mapping (Slides and Notes).” 2017, <http://dloc.com/AA00061954/00001/downloads>
- Erin Zavitz, “Digital Humanities Teaching: Slave Narratives and Story Maps,” 2016, <https://ezavitz.wordpress.com/2016/12/05/digital-humanities-teaching-slave-narratives-and-story-maps/>
- Margarita Vargas Betancourt, “Finding the Silver Voice, Afro-Antilleans in the Panama Canal Museum Collection at the University of Florida (Conference Paper),” 2013, <http://dloc.com/IR00003593/00001/downloads>
- Margarita Vargas Betancourt, “Facing Diversity: Challenges of Curating an Exhibit on the Panama Canal (Conference Paper),” 2015, <http://dloc.com/IR00005597/00001>
- Margarita Vargas Betancourt, “Voices from the Panama Canal: Finding the Other in the Colonial Archive (Conference Poster), 2016, <http://dloc.com/IR00007360/00001>

Schedule for May 21 Day 2: Mobility & Movement; Presenting & Visualizing DH Caribbean Studies	
Location: Smathers Library, room 100	
9-10:30am	Discussion & Workshop: StoryMapJS for location and time, with structured data and repository materials (St. Hubert) Participants will produce short StoryMaps related to their teaching or research.
10:30-10:45am	Break
10:45am-12:15pm	Discussion & Workshop: Google Maps for locations, with structured data and repository materials (Huet) Participants will produce a Google Map related to their teaching or research.
12:15-1:15pm	Lunch
1:30-3pm	Pedagogical Session Workshop: Working in groups: Review syllabi or course descriptions from applications. Consider what digital repositories could be useful for content for a specific syllabus or potential lesson or activity within a course. Share work from Day 1 and 2 on timelines, maps, and StoryMaps. Consider where timelines, maps, and StoryMaps could expand/enhance pedagogy in terms of questions and study within the course?
3-3:15pm	Break
3:15-4:30pm	Session Discussion: Challenging Colonialism Through Archives & Digital Humanities Library and Information Studies (LIS) specialists at the US face the challenge of Special Collections as sites of colonialism, hegemony, and whiteness. This session will discuss the history of LACC as an example of colonialism and US hegemony as well as the way in which LIS specialists challenge underrepresentation. The history of the Panama Canal Museum Collection at UF will be used as a case study. In 1999, Canal Zone residents that retired to Florida opened the Panama Canal Museum in Seminole. Their objective was “to preserve the history of the American Era of the Panama Canal (1904-1999).” In 2012, the Panama Canal Museum closed its doors and transferred its holdings to the George A. Smathers Libraries at UF. This has enriched UF’s Latin American and Caribbean Collection and has made it one of the leading repositories of material related to the Panama Canal. However, since the provenance of the collection is exclusively the white American citizens who lived in the Zone, one of the greatest challenges that UF has faced is to include other voices and to broadcast the collection to the other groups that worked and lived in the Zone, as well as to Panamanians. The session will include a presentation on former exhibits made with Panama Canal content, and it will end with an optional tour of the current exhibit “An American Canal in Panama.” (Vargas Betancourt)
5pm	Optional informal Social Hour at The Social

May 22 | Day 3: Stories of Migration; DH Teaching with Oral Histories

Guest Faculty: Miguel Asencio, Schuyler Esprit, Mirerza González, Margo Groenewoud, Debbie McCollin, Nadjah Rios Villarini; with Sharon Austin and Mary Risner

Topics & Skills:

- Overview of key methods, issues, and concepts for oral history collections and materials in the DH classroom
- Navigating oral history tool options in the classroom
- Unconferences, agile methods, and THATCamps

Readings:

- Listen to the podcast from the Samuel Proctor Oral History Program: “Paul Ortiz on Oral History.” *Oxford University Press Blog*, 2013, 17 minutes: https://blog.oup.com/wp-content/audio/OHR_Ortiz_May%202013_final.mp3 (about: <https://blog.oup.com/2013/06/paul-ortiz-on-oral-history/>)

Reading on Oral History and DH Project, and Explore the Project:

- Jessica Dawson and Tracey Thompson. “Ramble Bahamas: A Project by ‘From Dat Time’: The Oral and Public History Institute of the University of The Bahamas.” *sx: archipelagos, 2*: <http://smallaxe.net/sxarchipelagos/issue02/ramble-bahamas.html>
- *Ramble Bahamas*, <http://www.ramblebahamas.org/>

Oral Histories in Repositories: review for potential materials of interest:

- *Panama and the Canal Oral History Project*: <http://dloc.com/ohpcm>
- *Joel Buchanan Archive of African American Oral History*: <http://ufdc.ufl.edu/ohfb>
- *Haitian Art Digital Archive* (oral histories), <http://dloc.com/lacchada>
- *Dutch Caribbean Digital Platform*: <http://dcdp.uoc.cw/>

Schedule for May 22 Day 3: Stories of Migration; DH Teaching with Oral Histories Location, morning: Marston Science Library, Visualization Lab, room 136 (ground/garden level) Location, afternoon: Smathers Library, room 100	
9-10am	Lecture and Discussion: The Diaspora Project and new micro-sites (González, Rios Villarini)
10-10:15am	Break; walk to the Samuel Proctor Oral History Program offices with production studio and archives
10:15-12pm	Pedagogical Session Discussion & Hands-On: Into the Archives for an oral history program and archives; hands-on with processed and unprocessed analog and born-digital collections; discussion of DH oral history teaching and assignments in the classroom to share individual voices and community stories, and to place materials in context (Austin, Ortiz)
12-2pm	Lunch
2-3:15pm	Pedagogical Session (10 minutes each): Ethics and Oral Histories (Collins) Virtual Exchange (Risner) Playlist pedagogy (Groenewoud) Discussion
3:15-3:30pm	Break and Post-Its for Unconference Session
3:30-4:30pm	Workshop (working in groups): Unconference, group change: Using the post-its to identify at least 5 topics, and no more than 8, people will reassemble into new groups to discuss the topic. This session will introduce the unconference format, THATCamps, agile ways of working, and have new groups to make more connections. <i>Original idea: Creating an assignment utilizing oral histories held in digital repositories, explaining connection to themes (migration, mobility, and sustainability), and specific course(s) for the assignment</i>

May 23 | Day 4: Sustainability; Platforms for Framing the DH Classroom

Guest Faculty: Miguel Asencio, Schuyler Esprit, Mireza González, Margo Groenewoud, Debbie McCollin, Nadjah Rios Villarini

Topics & Skills:

- Considerations and needs to ensure DH is also public humanities, for public engagement with support for all involved
- Finding, evaluating, and using platforms for digital humanities projects and teaching

Reading:

- Haley Di Pressi, Stephanie Gorman, et al., “A Student Collaborator’s Bill of Rights,” *UCLA Digital Humanities*, <http://www.cdh.ucla.edu/news-events/a-student-collaborators-bill-of-rights/>

Explore:

Take 15 minutes to an hour to read and explore this DH site using Scalar; consider the navigation, goals, what works, and how you might work with something like this for a critical edition or other project:

- Amardeep Singh. *Claude McKay's Early Poetry (1911-1922)*, <https://scalar.lehigh.edu/mckay/index>

Schedule for May 23 Day 4: Sustainability; Platforms for Framing the DH Classroom Location: Smathers Library, room 100	
9-10:30am	Pedagogical Session: Privacy, Intellectual Property, and Credit in Classroom DH (Perry Collins)
10:30-11:30am	Discussion: Platforms for course production and assignments: Speakers on how they have used different repositories or website for supporting their courses (7 minutes each): Asencio on dLOC Esprit on Create Caribbean Groenewoud on the Dutch Caribbean Digital Platform McCollin on using WordPress for classes Rosenberg on dLOC, PBWorks, and Scalar
11:30am-1pm	Lunch With guest, Jennifer Serventi, NEH Senior Program Officer
1-2pm	Project Management (Jerome, Huet)
2-2:15pm	Scalar, Presentation (Taylor, Huet, St. Hubert)
2:15-5:45pm	Open Session, visit libraries, museums, explore campus and Gainesville
5:45pm	Pickup for dinner, in front of Hume Hall
6-8pm	Dinner at the home of the Dean of the University Libraries

May 24 | Day 5: Sustainability; Teaching, DH, & Fostering Community Practices

Guest Faculty: Schuyler Esprit, Debbie McCollin, Mirerza González, Margo Groenewoud, and Nadjah Rios Villarini; with Mary Risner

Topics & Skills:

- Implementing these skills, tools, and methods in the classroom
- Designing the DH course materials, for implementation in Phase 4

Readings:

- Bethany Nowviskie. “On Capacity and Care.” 2015. <http://nowviskie.org/2015/on-capacity-and-care/>
- Schuyler Esprit and Create Caribbean. *Create Caribbean*. Dominica State College, Dominica, 2015-: <http://createcaribbean.org/>
- *Humanities Indicators*. <https://www.humanitiesindicators.org/>
- “Memo, Digital Humanities Graduate Certificate,” 2015, <http://ufdc.ufl.edu/AA00032330/00001>
- “About African Diaspora, Ph.D.” *African Diaspora, Ph.D.*: <https://africandiasporaphd.com/about/>
- “Black Digital Humanities Projects and Resources,” https://docs.google.com/document/d/1rZwucjyAAR7QiEZI238_hhRPXo5-UKXt2_KCwPZkiQ/edit

Schedule for May 24 Day 5: Sustainability, Pedagogy, DH, & Fostering Community Location: Smathers Library, room 100	
9:30-11:45am	Remarks from Jennifer Serventi, NEH Senior Program Officer. Working in groups: Designing, scoping (will this assignment be 1 week, one of the major projects for the semester, the final project for the semester; how involved and how much time will be available for teaching whichever technology is selected), and scaffolding a classroom DH assignment for use in individual courses, shared for other courses, and collaborative courses. (Taylor, Huet)
11:45am-12:45pm	Lunch
12:45-2:45pm	Presentation of ideas: By group, each person presents their ideas or questions (3 minutes each), include: <ul style="list-style-type: none"> • What have you learned that you will use? • What are your next steps? • What are your questions? Post 100-300 words post to Scalar book.
2:45-3pm	Break
3-4pm	Discussion: Wrapping up, considerations for invigorating the humanities with the digital humanities within and across our institutions; opportunities for collaborative engagement within and beyond single institutions, contributing to shared resources to grow the community of practice.

Phase 3: Virtual Sessions and Asynchronous Communication, July –December 2019: Virtual sessions on specific technologies, practices, and ongoing asynchronous communication:

- July 2019 | Pedagogical Practice for Teaching with Scalar
 - Led by Mary Risner, H el ene Huet, and Laurie Taylor, University of Florida
- August 2019 | Playlist Pedagogy for DH Teaching and Production with Oral Histories
 - Led by Margo Groenewoud, Assistant Professor, University of Cura ao
- September 2019 | StoryMapJS in Haitian Studies, Disaster Studies, and Digital Humanities in the Undergraduate Classroom
 - Led by Crystal Felima, Postdoctoral Fellow in Caribbean Studies Data Curation, UF
- October 2019 | Into the Archives: Engaging Classes in the Archives with Online Exhibits
 - Led by Margarita Vargas Betancourt, Caribbean Collections Archivist, UF
- November 2019 | dLOC Scholarly Advisory Board for Enhancing Our Communities of Practice
 - Led by Leah Rosenberg, UF and dLOC Scholarly Advisory Board Co-Chair

During Phase 3, participants will share their Caribbean DH teaching module/materials with others via the email list. If participants are ready, they can elect to share the materials openly online in dLOC at this time, or that can be done in Phase 4 and 5.

Phase 4: Teaching Module Development for Teaching DH Locally, January-April 2020:

Participants will, if course selection allows, implement their DH course materials in early 2020. Participants will self-select on this, where some may not be teaching during this time period or may not be teaching in a related area. Those who teach during this semester will be asked to provide reflective writings on their teaching experiences for these materials. Those who do not teach the course materials developed from the Institute will be asked to provide a reflective assessment of their local resources and needs if they were to teach the course. This assessment will inform strategies for the community to collectively support individual needs for DH teaching related to Caribbean Studies and connecting across through the themes of migration, mobility, and sustainability. During this phase, ongoing asynchronous communication will continue for the group as a whole through an email list.

Phase 5: Publication and Dissemination, May-August 2020:

The final phase will collect and build upon the activities and discussions to date, and the evaluations. The participants will also be asked to complete a qualitative survey reflecting on the development, highlighting strategies they used and the particularities of teaching digital humanities.

During this final phase, participants will finalize the DH teaching materials that they developed and their reflective assessments. Participants will share the course materials for inclusion with the other teaching materials as Open Educational Resources in dLOC.

The project Co-directors will collate and publish all of the materials in dLOC and will disseminate news of the new materials and white paper on various email lists, Twitter, and at onsite venues for dissemination and next steps. Further, the project Co-directors will collaborate with Risner for dissemination of teaching materials to instructors in advanced secondary schools.



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