

University of North Florida Digital Humanities Initiative
Advisory Committee Meeting
September 23, 2016, 2:00–3:30
Thomas G. Carpenter Library Special Collections Reading Room

Agenda and Materials

- 1. Welcome and introductions**
- 2. Approval of [minutes](#) from 2/12/16 meeting**
- 3. Updates**

New Advisory Committee Members:

- Stephanie Race, Head of Research and Faculty Outreach, Thomas G. Carpenter Library
- Dave Lambert, Director, UNF Environmental Center
- Tara Rowe, UNF THRIVE Program Coordinator

New Student Representatives:

- Cameron Adelsperger, English/Spanish
- Rachel Bennett, Information Science
- Kathlina Brady, Political Science
- Chad Germany, History
- Kristeen Graves, English (graduate student)
- Aislinn Kelly, English

Spring 2016 news and events (<http://unfdhi.org/blog>):

- 2016–2018 Florida Digital Humanities (FLDH) Consortium Executive Council election, March
- “Voces y Caras: Hispanic Communities of North Florida” presentation, April 29
- “The World War I Letters of Capt. Ansel Brooks–Smith” presentation, April 20
- “Introduction to TEI–XML” and “Introduction to Story Maps” workshops, April 20
- THATCamp Gainesville, April 23

Summer 2016 news and events

- DHI Presentation to UNF Board of Trustees, June 7 (*see summary below, p. 3*)
- Introduction to Electronic Textual Editing: “Editing the Eartha M.M. White Archives,” Summer A course, and public presentation, June 14

Fall 2016 events

- Annual “Voces y caras” exhibit (in display cases outside Special Collections), through October 7
- Digital Projects Showcase, November 2 (<http://digitalcommons.unf.edu/dhi/>)

Spring 2017 events (*dates/times/locations TBA*)

- “Introduction to Photovoice,” Anne Pfister, Assistant Professor of Anthropology, and “Engaging Students in Digital Humanities Research at UNF” (both previously announced for Fall 2016)
- WordPress workshop, Andy Rush, Coordinator of Online Course Media Development, CIRT

Other news

- Stephanie Weiss accepted to Sunshine State Library Leadership Institute and to “Teaching with Technology,” the Association of College & Research Libraries (ACRL) 2017 Immersion program
- Faculty Web Domains project approved

4. DHI Leadership Structure

- Composition/role of Advisory Committee
- Faculty chair position and “interim” status
- Possible new subcommittees

5. Committee Reports

- **Curriculum.** Laura Heffernan (*See pp. 4–6 below for proposed minor in Digital Humanities.*)
- **Events.** Stephanie Weiss

6. New Proposed Affiliate Projects (*see materials below, beginning on p. 7*):

- “The Diary of a Soldier on Wheels,” Aislinn Kelly (English). Faculty mentor: Laura Heffernan, Associate Professor of English (Also announced previously via email in May.)
- “Digitizing St. Augustine’s Civil War Years,” Chad Kelly (History). Faculty mentor: Charles Closmann, Associate Professor of History
- “Unheard Voices of the Enlightenment,” Daniel Watkins, Assistant Professor of History
- “UNF Pilgrimage Project,” Ron Lukens–Bull, Professor of Anthropology and Religious Studies; David Sheffler, Associate Professor of History; Chris Baynard, Associate Professor of Geography and GIS (Geographic Information Systems)

7. Possibilities for Collaboration

- Ben Thompson, Deputy Director, MOCA Jacksonville (bthompson[at]mocajacksonville.org)
- Bob Nawrocki, Chief Librarian, Saint Augustine Historical Society (sahslibrary[at]bellsouth.net)

8. Other business.

Summary of Board of Trustees Presentation, distributed via email on June 10, 2016

Dear colleagues,

As I mentioned in a recent email, in late April President Delaney extended an invitation for the Digital Humanities Initiative (DHI) to present before the UNF Board of Trustees. That presentation took place on Tuesday, June 7, and I wanted to share with you the following summary.

I opened the presentation with some brief comments regarding the Digital Humanities and our Initiative, including a mention of the proposal for minor in Digital Humanities that our curriculum committee is preparing. Five UNF students then discussed their involvement with some of our affiliate projects. **Cameron Adelsperger (Spanish/English)** explained his work transcribing and encoding an eighteenth-century manuscript from New Spain as part of [coloniaLab](#). Jen Lee (**Philosophy**) reflected on the experience of using digital photography to explore anthropological concepts with the project [Observations through Photovoice](#). **Chad Germany (History)** discussed his work preparing for online publication archival materials related to Jacksonville's African American history with the project [Editing the Eartha M.M. White Archives](#). **Paula Hernández (Spanish)** gave an overview of the digital oral history project [Voces y caras: Hispanic Communities of North Florida](#), and shared her experience interviewing a recent UNF graduate of Colombian heritage who has started a successful local restaurant. Lastly, **Aislinn Kelly (English)** discussed [The Diary of a Soldier on Wheels](#), based on the WWI diary of Army Cyclists Corps member R. W. Taylor, a project on which she will present at the upcoming South Atlantic Modern Language Association (SAMLA) Conference in Jacksonville and the 13th International Robert Graves Society Conference at the University of Oxford. The following faculty leaders/mentors associated with these projects attended to support their students: Anne Pfister, Assistant Professor of Anthropology; Aisha Johnson-Jones, Head of Special Collections and Archives; Constanza López, Associate Professor of Spanish; and Laura Heffernan, Associate Professor of English. We concluded by inviting the Board members to attend three of our upcoming events: a [public presentation by the students working on the Editing the Eartha M.M. White Archives project](#) (June 14), the [annual exhibition of interviews from the Voces y caras project](#) (late September/early October), and the [student/faculty digital research showcase](#) that our events committee is currently organizing (November 2). Following the presentation, we were all invited to join the Board for lunch.

In discussing the five projects, Aislinn, Cameron, Chad, Jen, and Paula all spoke eloquently about the meaning of these experiences for them, both with regard to how they see their time at UNF and how they understand their own future academic and professional directions. As was stated in response to our presentation, they collectively made a compelling argument for the relevance of the Humanities today. Afterwards, President Delaney and Provost Traynham both wrote to thank us and let us know how impressed they were by our students and their work.

Sincerely,

Clayton

Proposal for a Minor in Digital Humanities (*last modified 9/16/16*)

The interdisciplinary minor in Digital Humanities provides students with a foundation in technologies and methodologies used in digital scholarship, as well as in a variety of professional fields. Students in this minor will acquire knowledge and skills that will prepare them for graduate coursework in traditional Humanities, Social Science and Fine Arts fields, as well as in specialized Digital Humanities or Information Science programs.

Prerequisites: None.

Requirements: The minor consists of four electives and one studio course, for a total of fifteen credit hours. At least nine hours must be earned at the 3000 or 4000 level. All courses must be passed with a grade of C or higher. No more than six credit hours counted toward this minor can be used toward the completion of another major or minor.

Required course:

DIG4999 Digital Humanities Studio [No prerequisites, but students must complete at least nine hours within the DH minor prior to registration. This course may be taught by any faculty member within the DH minor. This course needs to be created. See description on p. 3.]

Electives:

CIS2991 Inventing mobile applications [2991 is a special topics code. Ken Martin has taught three times. School of Computing will need to propose as course through APC process in Sept. 2016.]

COM4930 Strategic Social Media [Margaret Stewart has taught this course previously, but 4930 is a special topics code. Communications will need to propose through APC process in Sept. 2016.]

COP2010 Introduction to Visual and Procedural Programming [Prereq/Co-req: CGS1570 Microcomputer Application Software]

COP2551 Introduction to Object Oriented Programming [Prereq/Co-req: CGS1570 Microcomputer Application Software]

DIG3152 Introduction to Electronic Textual Editing [No prereqs. Course has been created and will appear for first time in 2016–2017 catalog.]

DIG4999 Digital Humanities Internship. [No prerequisites, but students must complete at least six hours within the DH minor prior to registration. This course needs to be created. See description on p. 3.]

ENC3930 Introduction to Fandom Studies [Linda Howell has taught this course previously, but 3930 is a special topics code. English will propose as a new course through APC process in Sept. 2016.]

ENC4930 Social Media and Online Activism [James Beasley will propose as a new course through APC process in Sept. 2016.]

ENG9999 Digital Methods in Literary Studies [Laura Heffernan will propose as a new course through APC process in Sept. 2016.]

ENG9999 Rhetoric and the Digital Humanities [James Beasley will propose as a new course through APC process in Sept. 2016.]

FIL3363 Documentary Production [No prereqs] [Jillian Smith has given her approval for us to include this existing course.]

GIS3043 Introduction to Geographic Information Systems [No prereqs]

GIS4048 Intermediate Geographic Information Systems [Prereq: GIS3043]

IDC2000 The Beauty and Joy of Computing. [No prereqs]

SPN3999 Digital Textual Editing in Spanish. [Clayton McCarl will propose as a new course through APC process in Sept. 2016.]

XXX9999 Digital Archiving and Information Management. [No prereqs. Aisha Johnson–Jones will propose as a new course through APC process in Sept. 2016.]

Draft descriptions for new courses listed above:

DIG4999 Digital Humanities Studio. This workshop–style course provides students with an opportunity to fully implement projects initiated in previous coursework, as well as build an online portfolio of digital materials in preparation for the job market or graduate school application process.

DIG4999 Digital Humanities Internship. This internship course provides an opportunity to grant credit to students completing a 150–hour/semester internship either with an external organization or a project led by a member of the UNF faculty.

ENC4930 Social Media and Online Activism. Slacktivism. Hacktivism. Brandivism. Students completing this course will not only be able to understand the philosophical underpinnings of new media technologies, but also to utilize new media technologies in the service of cultural analysis. Paul Mason writes, “Facebook is used to form groups, covert and overt—in order to establish those strong but flexible connections. Twitter is used for real–time organization and news dissemination, bypassing the cumbersome ‘newsgathering’ operations of the mainstream media. YouTube and the Twitter–linked photographic sites, such as Flickr, are used to provide instant evidence of the claims being made.” In this class, we will be creating our own social protest movement utilizing Facebook, Twitter, and Instagram, and also utilizing technologies such as Augmented Reality Critiques and their interventions.

ENG9999 Digital Methods in Literary Studies. This course will consider the transformation of literary reading and research in the digital age. The course will primarily focus on theories and debates within the digital humanities, and will secondarily train students to apply basic tools and techniques, such as computer–assisted textual analysis, text encoding, or web–based archive construction.

ENG 9999 Rhetoric and Digital Humanities. In one of the earliest articles on new media technologies in the classroom, Kathleen Welch (1990) wrote, “Raising an awareness of medium empowers students in at least two ways: (1) it makes them (and us, their teachers) conscious of the technology that will to a large extent determine the result of their decoding (that is, the ‘meaning’); and (2) knowledge of what a medium consists of and where it came from shows students more of the possibilities of all media and connects students' usually isolated relationships to the media.” The purpose of this course is to introduce students to how various new media writing technologies and their correlating consciousness may be manipulated to produce new types of writing. Students completing this course will understand the possibilities of usually isolated new media technologies for civic and social uses.

XXX9999 Digital Archiving and Information Management. This course introduces students to basic concepts and technologies used for digital archiving and for managing information in today’s library.

SPN3999 Digital Textual Editing in Spanish. Prereq: SPN3300 Spanish Composition or SPN3350 Spanish for Speakers of Spanish, or permission of instructor. This course, taught in Spanish, introduces students to the theory and practice of electronic textual editing. Students will do hands–on work editing manuscript and/or rare print materials in Spanish using TEI–XML and other technologies standard today in the Humanities for the electronic encoding and online publication of texts.

Proposed Affiliate Projects

1. Project Title: “The Diary of a Soldier on Wheels,”

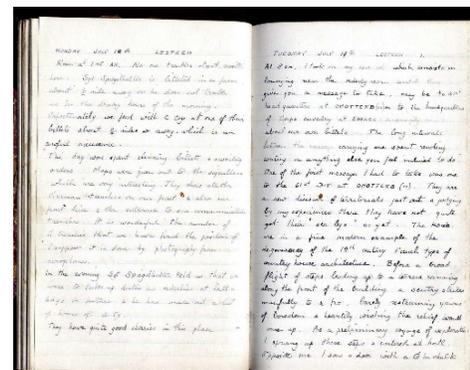
Student Researcher: Aislinn Kelly (English)

Faculty Mentor: Laura Heffernan, Associate Professor of English



Description: “The Diary of a Soldier on Wheels” is the first–ever literary critical study of the diary kept by R. W. Taylor, an avid reader and member of the Army Cyclists Corps during the First World War. The diary has only recently become available through Oxford’s *First World War Poetry Digital Archive*. This project grew out of a presentation and research paper that Aislinn Kelly wrote for Dr. Laura Heffernan’s fall 2015 course, “Literature of World War I,” and Kelly is currently developing it into a conference paper and article for publication. She argues that while Paul Fussell’s *The Great War and Modern Memory*

remains the authoritative study of soldier poets and soldiers as readers, he neglects the military population that read middlebrow novels and that experienced the war just beyond the trenches. The paper suggests that Taylor’s diary, as a record of his reading and writing, expands our literary history of the war. Situating the diary in its historical and literary contexts allows us to trace the origins of the motifs that Taylor utilized and compare his meanings with that of his famous contemporaries. To make tracking keywords and motifs through the diary easier, Kelly has transcribed the diary into the program Evernote, making the hand–written document viewable side by side with a searchable and tagged plain–text transcription. The transcript is also the first step towards Kelly’s intentions to encode the diary using TEI–XML and to make a story map that puts the pages of the diary and corresponding analysis into their approximate geographic contexts in both England and France. The literary analysis proposes how to read the diary as a piece of war writing influenced by his surroundings and the novels he read in his leisure time. For example, Taylor’s description of a sunset lacks a juxtaposed trench, and he uses the theater as an analogy but does not grapple with the performative, dissociative aspects of trench warfare. In light of the war’s centenary, it is important to consider this different experience of war and make it accessible as part of a reimagined WWI literary canon.





Aislinn Kelly. Aislinn is in her fourth year as an undergraduate majoring in English and double-minoring in Literature and Art History at the University of North Florida. She transferred to UNF after earning her AA in English at FSCJ, where she took the literature class that sparked her interest in the literature of the First World War. She is a student representative to the Advisory Committee of the Digital Humanities Initiative. Her other academic projects include co-authoring an article with Dr. Laura Heffernan and Deanna McMichael about teaching the women writers of the First World War—with a focus on women whose work appears in the *First World War Poetry Digital Archive*. After her prospective graduation from UNF in spring 2017, Kelly intends to gain experience working in archives and to pursue a graduate education in English literature.



Laura Heffernan is Associate Professor of English at UNF. She teaches courses on 19th- and 20th-century British literature, the modernist novel, and exploratory digital seminars on the literature of office work and the literary history of World War I. Dr. Heffernan’s research uses archival materials to discover how people have read, studied, and taught literature through the twentieth century. Her work has appeared in *Modernism/modernity*, *Representations*, *Victorian Studies*, and *New Literary History*, and she blogs about digital methods and disciplinary histories here: <https://modernismmodernity.org/forums/discipline>.

2. **Project Title:** “Digitizing St. Augustine’s Civil War Years”

Student Researcher: Chad Germany (History)

Faculty Mentor: Charles Closmann, Associate Professor of History and Chair of the History Department



Description: Chad Germany will be working in the archive at St. Augustine Historical Society’s Research Library on “Digitizing St. Augustine’s Civil War Years.” The project is an effort to transcribe and encode primary documents pertaining to the era using TEI-XML, towards the creation of a digital archive available within the SAHS online catalogue. Period photographs taken by Sam A. Cooley will buttress the documents with views of Fort Marion, the USS George C. Collins, St. Francis Barracks and other structures related to the war effort.

Using letters, journals, transcripts, and pension forms, this project will put together a social picture, posing the question: “What was day-to-day life like in Civil War St. Augustine?” Written during his stay, Union Captain Blaky Mason’s 8-page “Report on St. Augustine” describes the town as a “curious looking old dilapidated thing” in between descriptions of barrack conditions, Fort Marion and the recently constructed sea wall. Valuable is his street

level view of the town's diverse population during occupation: "Next the streets will be thronged with Priests – Sisters of Charity – Spaniards – Minorcans – Soldiers and blacks," comparing the scene to nothing he'd experienced in his home of Kingston, N.H.

Actions against citizen dissent will be presented with Union arrest transcripts. St. Augustine resident Miss Christina Sanchez was detained for treason after a small Confederate flag was found attached to a birdcage in her house. The charges were later acquitted as the canary was found to be treasonous and not her.

Sources: Mason, B. (1863, April 24). A Report on St. Augustine [Letter to "Friend Frank"]. St. Augustine Historical Society Research Library, St. Augustine, Florida.



Chad Germany is a senior at UNF majoring in History and minoring in sociology. His historical interests are in First Period Spanish Colonial St. Augustine, Flagler's St. Augustine, and the European Enlightenment. He has contributed to the DHI project *Editing the Eartha M.M. White Archives*, works as a docent at the Lightner Museum and has volunteered at the SAHS research library in preparation for his Spring 2017 internship and digitizing project. Post-graduation, Chad plans to attend Florida State University for a master's in library science, with a focus on archives.



Dr. Charles Closmann is associate professor of History, chair of the History Department, and a member of the UNF Environmental Center Board. He earned his PhD in History at the University of Houston in 2002. He specializes in the history of modern Europe, the environmental history of Germany, and the environmental history of the United States. He is the editor of *War and the Environment: Military Destruction in the Modern Age*, published by Texas A&M University Press in 2009, and is the author of several other articles and chapters.

3. **Project title:** “Unheard Voices of the Enlightenment”

Project leader: Daniel Watkins, Assistant Professor of History



Description: Traditionally, historians have studied the Enlightenment as an intellectual project undertaken by a small group of educated elites better known as the *philosophes*. The *philosophes*' publications comprise the chief texts with which historians have understood the nature of the Enlightenment. In recent years, however, many historians have challenged this notion of an Enlightenment of only *philosophes*. Drawing from the work of Jürgen Habermas, among others, scholars no longer see the Enlightenment purely as a movement of intellectual elites. Instead, the Enlightenment has broadened to include new social institutions, cultural practices, and spheres of debate. In so doing, scholars have begun to pay attention to the contributions of a wider range of historical subjects outside the great *philosophes* of the eighteenth century.

Unheard Voices of the Enlightenment is a collaborative project to produce electronic editions of eighteenth-century documents from historical figures and institutions generally ignored by studies focused on the *philosophes*. Contributors to the project will include the graduate students enrolled in Dr. Daniel Watkins's seminar on the European Enlightenment (first offered in Fall 2016). The editions created by contributors will include mainly rare print texts from the eighteenth-century Anglophone world. They will engage topics relevant to the study of the Enlightenment as a broader social and cultural project. Contributors will also provide critical essays contextualizing their editions and explaining how they are useful for understanding the Enlightenment as a complex movement advanced by a wide variety of historical actors. Ultimately, the goal of the project will be to provide historians, students, and the interested public alike with a far broader — and consequently far more representative — collection of voices of the Enlightenment than generally uncovered by popular histories and primary source readers on the period.



Dr. Daniel J. Watkins is an assistant professor of History at the University of North Florida. He specializes in the history of eighteenth-century France and is currently researching the many ways that the European Enlightenment shaped and was shaped by members of the Society of Jesus.

4. Project title: “The University of North Florida Pilgrimage Project”

Project leaders: Ron Lukens–Bull, Professor of Anthropology and Religious Studies; David Sheffler Associate Professor of History; Chris Baynard, Associate Professor of Geography and Geographic Information Systems

Description: See informational pdf, included below.



THE UNIVERSITY OF NORTH FLORIDA PILGRIMAGE PROJECT

INTERVIEWS

Student-conducted
ethnographic
interviews

MAPPING

GIS-based mapping
projects examining
spatial dimensions

HISTORY

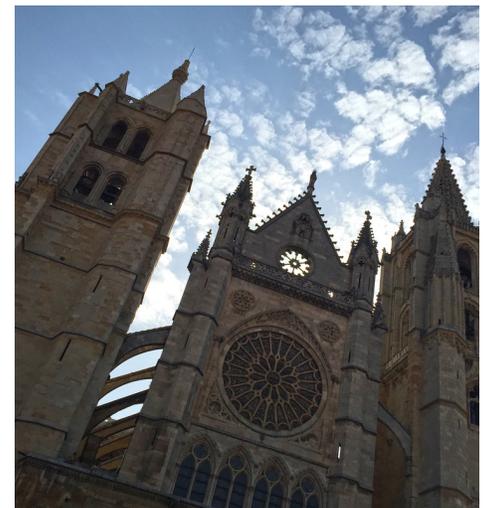
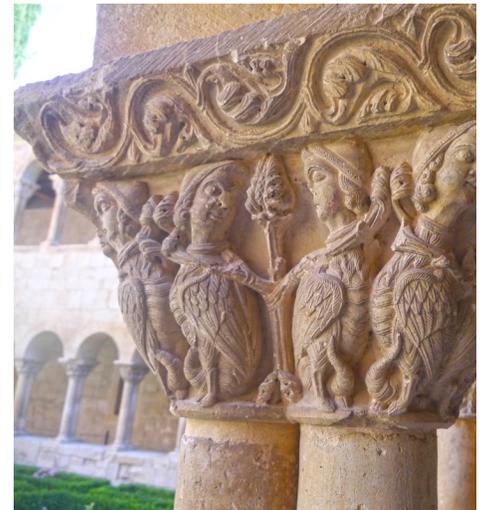
The art, architecture
and music of
pilgrimage

THE UNIVERSITY OF NORTH FLORIDA PILGRIMAGE PROJECT

The University of North Florida Pilgrimage Project combines interdisciplinary approaches with digital and STEM technologies and applies them to the study of pilgrimage. The broad definition pilgrimage employed by the project encompasses the flow of people, ideas, technology and trade along a sacred or spiritual route. This project focuses on the Camino de Santiago in northern Spain and grew out of the noteworthy 2015 study abroad trip led by the Department of History and the Department Sociology, Anthropology, and Social Work. During the three-week journey, which included walking the final 113km from Sarria to Santiago de Compostela, students explored human-environmental interaction as they hiked along this sacred route. Specifically, they interviewed pilgrims and local residents, mapped pilgrim spaces, captured images, and collected GIS data.

As this successful field-work/digital project moves forward, additional phases will include the publication of student-conducted ethnographic interviews in English and Spanish, as well as geospatial projects that examine the spatial dimensions of pilgrimage in the past and present utilizing remote sensing data and GIS techniques. Future initiatives will include: the landscape, art, and architecture, of the Camino as well as the business of pilgrimage with special focus on sustainability of this historically sacred route.

Publication through the Digital Humanities Initiative will contribute to a more thorough and multidisciplinary understanding of the phenomenon of pilgrimage, while allowing students from the various colleges to engage and contribute. At the same time, by participating in the production and dissemination of new knowledge, students will develop valuable research and technological skills essential for academic and career success. This is particularly important in a workplace that values both creativity and technological knowhow.





RON LUKENS-BULL

is a Professor of Anthropology and Religious Studies at UNF. He has taught courses on pilgrimage during his tenure at UNF. He has published about sacred geography in Southeast Asia and modern Christian pilgrimage in the United States. In addition to the 2015 Camino trip, he has lead groups of UNF students to Morocco, Malaysia, Singapore, and Thailand. Having studied Muslim societies for the past 25 years, he is interested in the Muslim art and designs worked into medieval sites along the Camino de Santiago. He is a member of the American Anthropological Association and the Society for the Anthropology of Religion



DAVID SHEFFLER

is an Associate Professor in the Department of History. His research and teaching focuses on the Middle Ages with special interests in medieval universities, the Crusades, heresy and pilgrimage. In the summer of 2015 he led 15 university students on a three-week pilgrimage along the Spanish Camino de Santiago. He also serves as advisor to UNF's chapter of Phi Alpha Theta — a national history honors society that supports undergraduate and graduate research



CHRIS BAYNARD

is Associate Professor in Geography and GIS (Geographic Information Systems) in the Department of Economics and Geography. His research and teaching center on geospatial applications to natural resource management at the landscape level. Additionally, he has developed and let study-abroad courses focused on the wine industry in Argentina and Chile, renewable energy and sustainability in Holland, Germany and Spain and is now leading a new course on mining and sustainable business practices in Chile. Professor Baynard also serves as the director for the Center for Sustainable Business Practices for the Cogging College of Business and serves on the Executive Board for the Environmental Center.

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