

# Negotiating Borders through Digital Collaboration

28–30 October 2016

## Bucknell Digital Scholarship Conference

Bucknell University, with support from the Andrew W. Mellon Foundation, is hosting its third annual digital scholarship conference: “Negotiating Borders through Digital Collaboration.” This conference brings together a broad community of practitioners—faculty, researchers, librarians, educational technologists, and students—who are using technology to rethink seemingly intractable borders within and outside of the university. We define “borders” as boundaries that limit access; conditions that differentiate insiders from outsiders; or any obstacle that impairs open communication and collaboration.

Bucknell University is a private liberal arts university located alongside the historic Susquehanna River in Lewisburg, Pennsylvania. At Bucknell, “Digital Scholarship” is defined as any scholarly activity that makes extensive use of one or more of the new possibilities for teaching, learning and research opened up by the unique affordances of digital media. These include, but are not limited to, new forms of collaboration, new forms of publication, and new methods for visualizing and analyzing data.

**Bucknell**  
UNIVERSITY

LIBRARY AND  
INFORMATION TECHNOLOGY

Dear Conference Participant,

It is a sincere pleasure to welcome you to central Pennsylvania and Bucknell University for our annual digital scholarship conference. We began conceptualizing this week's gathering last fall and are very proud of the results of our efforts: ***Negotiating Borders through Digital Collaboration***. Now in our third year, we're proud that we've organized an event where all who are involved in digital scholarship can participate in rich and meaningful ways. Typically it is unusual to see faculty, administrators, educational technologists, librarians, archivists, graduate and undergraduate students all attending and interacting at the same conference, but at #BUDSC it has become the norm.

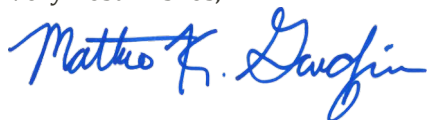
We hope that you will experience the next few days as a time to share your research, pedagogy and the experiences you have gained at your home institutions; learn about innovations and advancements developing elsewhere; and participate in the development and growth of this shared intellectual endeavor. More than anything else, it is our hope that each of us will return to our respective institutions having gained friendships, built new partnerships and increased opportunities for collaboration in this exciting field.

None of this would have been possible without the generous support of the Andrew W. Mellon Foundation and a number of individuals here at Bucknell who have worked tirelessly over the past many months to bring us together this week:

- Conference Chair: Emily Sherwood
- Conference Coordinator: Tracy Hower
- Program Committee: Carrie Pirmann, Brianna Derr, Diane Jakacki, & Courtney Paddick
- Communications Committee: Brianna Derr & Jill Hallam-Miller
- Logistics Committee: Diane Jakacki, Tracy Hower, Jill Hallam-Miller, Susan Musser, & Emily Sherwood
- Guidance and Support: Param Bedi
- Event Technology Support: George Lincoln, Jeff Campbell, & Jesse Greenawalt
- Events Management: Lindsay Shively
- Bucknell Dining: Michelle Kerstetter
- Registration: Pamela Noone
- Scheduling Volunteers: Deb Cook-Balducci & Brianna Derr

Again, we are very excited to have you here with us. If at any time during the conference you are in need of assistance, please do not hesitate to reach out to any member of the Library & IT team. We are so glad that you are here!

Very Best Wishes,



Matthew Gardzina  
Director, Digital Pedagogy & Scholarship  
@gardzina

# Schedule

## Friday

<b>3:30p–6:30p</b>	<b>Registration</b>	<i>2nd Floor ELC</i>
<b>4:00p–5:30p</b>	<b>Campus Tour</b>	<i>Weis Center Lobby</i>
<b>5:30p–6:30p</b>	<b>Opening Reception</b>	<i>Samek Art Museum</i>
<b>6:30p–8:30p</b>	<b>Dinner and Keynote Address</b>	<i>Terrace Room</i>
#kn1	“Digital Sociology,” Tressie McMillan Cottom (Virginia Commonwealth University)	

## Saturday

<b>7:30a–8:30a</b>	<b>Breakfast</b>	<i>Terrace Room</i>
<b>8:30a–10:00a</b>	<b>Presentation Session One</b>	
#s1a	Reframing Art History through Digital Approaches	<i>Walls Lounge</i>
#s1b	Building Bridges: Collaborating Within and Across Institutions	<i>Center Room</i>
#s1c	Exploring LGBTQIA+ Communities through Digital Landscapes	<i>Room 241</i>
<b>10:00a–10:30a</b>	<b>Break</b>	
<b>10:30a–12:00p</b>	<b>Presentation Session Two</b>	
#s2a	Re-Envisioning and Reclaiming History	<i>Walls Lounge</i>
#s2b	Redefining Art through the Digital, Reframing the Digital Through Art	<i>Center Room</i>
#s2c	Defining Student Success through Digital Scholarship Initiatives	<i>Room 241</i>
<b>12:30p–1:30p</b>	<b>Lunch and Keynote Address</b>	<i>Terrace Room</i>
#kn2	“Power, Privilege, and the Imperative to Act in the Digital Age,” Safiya Noble (UCLA)	
<b>1:45p–3:15p</b>	<b>Workshops</b>	
#w1	The College Course (of all things!) as the Basic Unit of Exchange in Collaborative Digital Scholarship Between Institutions	<i>Walls Lounge</i>
#w2	Using Jupyter Notebooks to Build Code Literacy and Introduce Digital Humanities	<i>Center Room</i>
#w3	Basic Data Visualization and Scholarship	<i>Room 241</i>
#w4	Crafting Digital Narratives with Scalar	<i>Gallery Theater</i>
#w5	Field-trip to the Electronics Makere-E!	<i>Gallery Theater</i>
<b>3:15p–3:30p</b>	<b>Break</b>	
<b>3:30p–5:00p</b>	<b>Presentation Session Three</b>	
#s3a	Learning through Building: Engaging Students with Digital Collections	<i>Walls Lounge</i>
#s3b	Archiving Collective Memory	<i>Center Room</i>
#s3c	Evaluating the role of Digital Scholarship in Higher Education	<i>Room 241</i>
<b>5:00p–6:00p</b>	<b>Cocktail Hour and Poster and Digital Demonstration Session</b>	<i>Terrace Room</i>

## Sunday

<b>7:30a–8:30a</b>	<b>Breakfast</b>	<i>Terrace Room</i>
<b>8:30a–10:00a</b>	<b>Presentation Session Four</b>	
#s4a	Collaborating, Publishing, and Community Participation	<i>Walls Lounge</i>
#s4b	Changing Perceptions of Digital Scholarship and Pedagogy	<i>Room 241</i>
<b>10:00a–10:30a</b>	<b>Break</b>	
<b>10:30a–12:00p</b>	<b>Presentation Session Five</b>	
#s5a	Negotiating Social Justice through Digital Engagement	<i>Walls Lounge</i>
#s5b	Exploring Community through Digital Scholarship	<i>Room 241</i>

#kn1

## Keynote Address: Digital Sociology

### **Tressie McMillan Cottom (Virginia Commonwealth University)**

Dr. Tressie McMillan Cottom is an assistant professor of sociology at Virginia Commonwealth University, and a faculty associate at the Berkman Center for Internet & Society. Her current research examines how we learn for work in the new economy. That includes thinking about academic capitalism, labor market correspondence, for-profit and online credentials, and media interactions. Currently, she is a contributing editor with *Dissent* and a contributing writer with *The Atlantic*. She is the co-editor of the forthcoming volume *Digital Sociologies* (University of Chicago Press, 2016) and author of the forthcoming *Lower Ed: The Troubling Rise of For-Profit Colleges in the New Economy* (The New Press, 2017).

Moderator:  
Courtney Paddick  
(Bucknell University)

#s1a

## Reframing Art History Through Digital Approaches

### **Viewing the Global through a Local Lens. Student and Faculty Scholars Explore the Collections in Packwood House in Lewisburg, PA**

#### **Janice Mann, Rebecca Reeve, Nicole Adams, and Ariel Senackerib (Bucknell University)**

The Packwood House Museum in Lewisburg, PA houses the paintings and works of art collected by Edith Hedges Kelly Fetherston, an artistic woman who fancied herself to be a less prominent version of Boston's Isabella Stewart Gardner. Born in Lewisburg, PA in 1885 but living most of her life elsewhere, Fetherston returned to her birthplace with her husband John in 1936. Shortly, thereafter John and Edith decided to make their home into a museum for Edith's paintings and the array of objects that they collected on their travels and at home. While the couple were alive, only friends were allowed to view the collection but after Edith's death in 1976, the house became a museum open to the general public.

This summer three art history students—Nicole Adams, Rebecca Reeve and Ariel Senackerib—and I will examine Edith Fetherston's paintings, letters, postcards, and the objects she collected using various digital tools. Nicole intends to create a digital tour in Slate that utilizes excerpts from Fetherston's diaries and postcards in combination with selected objects from the collection to restore the collector's voice to the objects and to reveal her curatorial decisions. Ariel's project explores the "exotic" features of Fetherston's paintings and their sources with the intent of revealing the artist's attitude towards and understanding of Asia. Her essay on this subject will introduce a complete digital catalog of the paintings which she will create this summer. Finally, Rebecca will take on the daunting task of creating a digital archive of the personal papers and ephemera in the Packwood House archive. We anticipate that the archive will reveal much about the public and private lives of an upper class couple with artistic interests, who engaged deeply with the world outside of their small town. These projects, each valuable in its own right, will also survive my research project which will examine Edith Fetherston within the broader contexts of female collectors and artists, and the concept of the "artistic" woman in the early twentieth-century United States.

**Janice Mann** has been teaching in the Department of Art and Art History at Bucknell University since 1995. After receiving her Ph.D. from Columbia University, she came to Bucknell after teaching at Wayne State University in Detroit. For most of her career at Bucknell, she has taught classes in the art and architecture of the European Middle Ages and Islamic lands. More recently, she has begun teaching classes with a digital humanities inflection and community-based curriculum. Her book *Romanesque Architecture and its sculptural Decoration in Christian Spain (1000-1120): Exploring Frontiers and Defining Identities* was published by University of Toronto Press in 2009. It won the Eleanor Tufts Award for a distinguished book in English on the history of art and architecture in Iberia in 2011.

**Rebecca Reeve, Ariel Senackerib, and Nicole Adams** are all art history majors in the Department of Art & Art History at Bucknell University. Rebecca and Ariel are seniors and Nicole is a junior. All three students were involved in summer research at Packwood House, a small house museum founded by Edith Fetherston in Lewisburg, PA in 1976.

## Digital Tools and Physical Objects: Connecting Museums, Teaching, and Scholarship through Art History Teaching Resources

### Renee McGarry (Sotheby's Institute of Art) and Michelle Millar Fisher (Museum of Modern Art)

This presentation will highlight specific entries on the AHTR Weekly blog and in our lesson plan project that have bridged the divide between academic art history, museums, and K-12 classrooms. These include entries on the AHTR Weekly concerning one of the largest Art + Feminism Wikipedia Edit-a-thons in the country and how the same principles were applied in a classroom, the differences between mentoring for those teaching in museums and those teaching in the university, the connections between lesson plans about the Near East and Islam and contemporary violence committed by ISIS, and the suggestions made by the College Board to revitalize AP art history and how they can be applied to higher education. We will end by discussing how the relationship between AHTR and its recently launched online open access journal, Art History Pedagogy and Practice, can serve as a means of connecting museum education, teaching, and scholarship further by offering a means by which the majority of academic labor, as seen through the lens of the scholarship of teaching and learning (SoTL), can be taken seriously in university systems and beyond.

**Renee McGarry** is a contributing editor at Art History Teaching Resources, an open educational resource for art history teachers, and a managing editor at Art History Pedagogy and Practice, the first peer reviewed, open access online journal dedicated to the scholarship of teaching and learning in art history. She is also the senior instructional designer at Sotheby's Institute of Art.

**Michelle Millar Fisher** co-founded Art History Teaching Resources (AHTR) with Professor Karen Shelby when she was a graduate teaching fellow at Baruch College, CUNY. She is currently a curatorial assistant in architecture and design at the Museum of Modern Art and a doctoral candidate at the Graduate Center, CUNY. She has taught at numerous New York City institutions and previously served as the Associate Manager of Education at the Guggenheim Museum. Michelle serves as an editorial collective member at Art History Pedagogy and Practice.

Moderator:  
Isabella O'Neill  
(Bucknell University)

## #s1b Building Bridges: Collaborating Within and Across Institutions

## Crossing Institutional Boundaries to Create a Collaborative Digital Archives: The Collegewomen.org Project

### Eric Pumroy (Bryn Mawr College), Joanna DiPasquale (Vassar College), and Beth Seltzer (Bryn Mawr College)

The Collegewomen.org project is a collaborative effort by the colleges once known as the Seven Sisters to create a portal that brings together the institutions' extensive collections of letters, diaries and scrapbooks that document the lives of the first generations of women to attend college. Funded by a planning grant from the NEH in 2014 and an implementation grant in 2016, the project aims to stimulate significant new work in women's history and encourage a greater understanding of the role that women's colleges played in advancing the position of women in American society. The session will examine both the work required to build and sustain a collaborative digital archive, the technical challenges to overcome in building a multi-institutional resource, and the additional outreach and supplemental content that is needed to make the digital archive a productive tool for research and teaching.

**Eric Pumroy** is the Associate Chief Information Officer and Seymour Adelman Director of Special Collections at Bryn Mawr College. He has been active in numerous collaborative projects in the Philadelphia region, and was president of the Philadelphia Consortium of Special Collections Libraries from 1998 to 2001. He is the project director for "College Women: Documenting the Student Experience at the Seven Sisters Colleges," funded by the National Endowment for the Humanities.



**Joanna DiPasquale** is the Head of Digital Scholarship and Technology Services at Vassar College, working to create, maintain, and preserve the digital collections of the College and to foster digital scholarship initiatives on campus. She holds degrees in history and mathematics, and received her MA from New York University and her MLIS from Rutgers University.

**Beth Seltzer** is the Educational Technology Specialist at Bryn Mawr College. She fosters digital pedagogy on campus through her work with the Mellon Blended Learning in the Liberal Arts initiative and other projects. She holds a PhD in English from Temple University.

## Erasing Borders Through Digital Discovery: EXPLORE Chicago Collections as the Foundation for Collaboration Among Libraries, Archives, Museums (and Others)

**Tracy J. Seneca (University of Illinois at Chicago), Ellen Keith (Chicago History Museum), and Scott Walter (DePaul University)**

In November 2015, Chicago Collections launched its foundational digital project, EXPLORE Chicago Collections, a “one-stop shop” providing access to primary source materials (and expertise) to citizens, students, and scholars with an interest in primary source collections related to the City of Chicago and its people. EXPLORE Chicago Collections provides access to more than 100,000 digital images and more than 4,000 finding aids to archival collections held at Chicago Collections member institutions, including academic libraries, public libraries, museums, historical societies, and other cultural heritage institutions. The initial release of EXPLORE Chicago Collections is not only “foundational” in the sense that work continues on the development of the portal, but in the sense that shared access to primary source content and expertise provides the foundation for a swiftly-expanding array of service programs, including, to date, a cooperative reference service, public exhibitions, public lecture series, professional development opportunities for staff, and a research partnership with Chicago’s public radio affiliate. Chicago Collections members will discuss the design of this new approach to collaboration among cultural heritage institutions of all types across a metropolitan area and describe some of the programs and services currently under consideration for the next phase of its development.

**Tracy J. Seneca** is Digital Programs and Services Librarian at the University of Illinois at Chicago, and provided leadership for the EXPLORE Chicago Collections digital portal.

**Ellen Keith** is Director of Research and Access at the Chicago History Museum.

**Scott Walter** is University Librarian at DePaul University and Vice Chair of the Board of Directors of Chicago Collections.

Moderator:  
Diane Jakacki  
(Bucknell University)

## #s1c Exploring LGBTQIA+ Communities through Digital Landscapes

## Bridging the Gap Between University Archives and Diverse Publics with Digital Tools

**Elise Chenier and Mary Corbett (Simon Fraser University)**

Both oral history and LGBTQ archives have, since the early 1970s, served as tools to empower grass-roots, marginalized communities. As such, they have traditionally been driven by community-based imperatives, as well as community labour. Today, however, in the United States and Canada there are more LGBTQ collections housed in universities than there are in grass-roots archives. The Archives of Lesbian Oral Testimony (ALOT) is one such archive. In this preliminary research presentation, I describe our current Social Science and Humanities Research Council (SSHRC) funded project, “Bridging the Gap,” which explores how empowering users by making them “first class entities in the system” might bridge the gap between community and university and democratize knowledge. We propose that analyses of forms of user engagement can guide the archives’ development, and in this way provide services, information, and tools relevant and useful to diverse communities, including especially everyday lesbians and queer women.

**Elise Chenier** is a Professor of History at Simon Fraser University and founder of the Archives of Lesbian Oral Testimony. She has published articles based on her work in online digital archives in the *Oral History Review*, the *Radical History Review*, and the forthcoming edited collection *Beyond Women’s Words*. Her digital humanities work also includes [www.interracialintimacies.org](http://www.interracialintimacies.org), a visualization of the social scientific research process. Her current research examines how institutional archives can use digital tools to better serve diverse communities of users.

**Mary Corbett** is the Archivist for the Archives of Lesbian Oral Testimony, which is supported by and operates out of Simon Fraser University Library's Special Collections. She holds an MA in English Literature from Simon Fraser University and an MLIS from the University of British Columbia.

## Inside/Outside the Binary: Teaching the Politics of Data

**Jacob Alden Sargent and Christopher Gilman (Occidental College)**

At Occidental, we are experimenting with the integration of quantitative reasoning into courses outside of STEM. Students, often without prompting or explicit guidance from faculty, are conducting online surveys, generating data visualizations, and downloading large public data sets in their own research. Given that big data is driving decision-making from the LAPD's use of "predictive policing" to deploy helicopters, to OKCupid's manipulation of user experience to study human sexuality, we argue that quantitative literacy — in the form of critical evaluation of how data are constructed and used — is quintessentially humanistic, and thus could be considered a key component of a digitally inflected liberal arts curriculum.

Guided by this programmatic interest in quantitative literacy in the liberal arts, this interactive presentation zooms in on the design process for one inquiry-based course on non-normative gender identities and the politics of counting and classification. The course involves a class-wide research project that designs measures for non-binary gender identities and collaboratively analyzes the gender diversity of the campus. From this singular prototype, we derive some overall principles for the design of inquiry-based courses that aim to cultivate a critical approach to data collection and the quantification of human experience.

**Jacob Alden Sargent**, Associate Director Center for Digital Liberal Arts, earned his BA in music and sociology from Bates College and his PhD in sociology from the University of Virginia. He leads the College's Instruction and Research team in scholarship technology, developing, planning, and delivering academic and informational technologies for the liberal arts context. Sargent publishes on labor and technology in knowledge and culture industries and teaches courses on higher education, public sociology, social movements, and new media. Previously he served as a faculty fellow at the University of Virginia's Teaching Resource Center, where he was also a lecturer in sociology.

**Christopher Gilman** is Associate Director of the Center for Digital Liberal Arts and Affiliated Faculty in Comparative Studies in Literature and Culture at Occidental College. His work centers on the design and development of programs, curriculum, learning spaces and infrastructure for integrating digital methods into scholarly practice. Gilman has a PhD in Slavic languages and literatures and significant professional experience in both K12 and post-secondary education. His research interests include the intellectual history and cultural practice of semiotic theory, Russian and Western Avant-gardes, visual and material culture and innovative pedagogies.

Moderator:  
Mark Sheftall  
(Bucknell University)

## #s2a Re-Envisioning and Reclaiming History

## The Collinwood Fire: Steampunk, Non-Fiction, and Historical Haiku

**Michael Newbury and Daniel Houghton (Middlebury College)**

Though mostly forgotten today, the Collinwood School fire of 1908 killed 172 grade-school children and raised an international clamor for the redesign of school buildings. A team of faculty, staff, and students at Middlebury College have tied together short computer-animated movie, archival footage, advertisements, and photographs to create a multimedia platform for nonfiction storytelling about the fire and events surrounding it. Far from aspiring to conclusiveness, the project highlights the uncertainties of understanding that emerged in the past and what can only be partially known in the present, as narration shifts between the real and the animated, the photographic and the computer-generated, historical sources and their limitations.

**Michael Newbury** is Fletcher Proctor Professor of American Studies at Middlebury College and teaches in the American Studies Program and the English Department. He has published on subjects ranging from the history of authorship to contemporary zombie movies. Some teaching interests include the history of disaster, science fiction, graphic novels, and other genre fiction.

## Public Humanities, Early American Studies, and the Digital Revolution

### Jim Egan and Patrick Rashleigh (Brown University)

Can the digital turn in humanities scholarship produce more fruitful engagements between post-secondary institutions and the many publics that exist outside the academy? To engage this and related questions, this presentation will focus on Mapping Colonial American Publishing (<http://cds.library.brown.edu/mapping-genres/>), a collaborative project that uses library catalog data from two of Brown's rare book libraries to visualize the history of publishing in the Americas before 1800. Our recent efforts at engaging audiences beyond the academy has produced as many questions as answers. We've wondered, for instance, what topics might draw readers to a subject that often draws more yawns than clicks, and how we might use the digital to connect with the world outside the academy through partnerships with local historic sites, coordinating with museums and local public humanities groups, for instance, and/or elementary, middle, and/or secondary schools in order to advance the goals of all communities involved?

**Jim Egan** is a Professor in the English department and Senior Faculty Fellow at the Center for Public Humanities at Brown University. In addition to a range of essays on colonial British-American writing, he's published *Oriental Shadows: The Presence of the East in Early American Literature* (Ohio State UP, 2011) and *Authorizing Experience: Refigurations of the Body Politic in Seventeenth-Century New England Writing* (Princeton UP, 1999). He is currently collaborating on Mapping Colonial Americas Publishing Project (<http://cds.library.brown.edu/mapping-genres/>), which uses library catalog data in an effort to visualize New World printing over geographic space and across literary genres from European contact to 1800.

**Patrick Rashleigh** is a Data Visualization Coordinator within the Center for Digital Scholarship at Brown University Library. He works with faculty, students, and colleagues across Brown on visually-oriented projects and teaches classes on visualization tools and techniques.

Moderator:  
Brianna Derr  
(Bucknell University)

## #s2b Redefining Art through the Digital, Reframing the Digital Through Art

## Privilege and Making Sense: Using Filmmaking to Find the Cracks in The World

### Simon Tarr (University of South Carolina)

Art is often hailed as a way that people make sense of the complicated world around us. This process of "making sense" is also described in theoretical models that come from communications, information science, human computer interaction, and other disciplines. However, when it comes to figuring out new and complex processes, existing models do not adequately or specifically account for effects of culture or privilege on those processes or behaviors.

In this session, Professor Tarr examines the process of teaching the technically complex process of filmmaking—itsself an industry of problematic representations and ongoing lack of visibility and recognition for less-privileged groups.

**Simon Tarr** is an artist, information scientist, and educator. He creates films, live shows and immersive environments that he has performed at Carnegie Hall, LaMaMa and around the world from Tokyo to Cairo. Tarr is the coordinator of the Media Arts program at the University of South Carolina. He is a recipient of the University Film and Video Association Teaching Award for achievements in pedagogy that contribute to the field of film and video education.

## Digital Art and Queer Utopias

### Richard Rinehart (Bucknell University, Samek Art Museum)

Queer communities are heralding a cultural turning point. From recent U.S. Supreme Court rulings, to "bathroom bills", to the massacre in Orlando, queerness is central to current social and political debate. Current events can mire us in an unrelenting present that makes it hard to imagine a path beyond. However, a new generation of artists are asking; Where do we go from here? How are queer communities imagining and working toward a better world? How does digital art embody queer futurity? This talk looks at several art projects that take up digital modalities, queer coding, and the aesthetics of utopia.



**Richard Rinehart** is Director and Chief Curator of the Samek Art Gallery & Downtown Art Gallery at Bucknell University. He has served as Digital Media Director & Adjunct Curator at the UC Berkeley Art Museum and as curator at New Langton Arts and for the San Jose Arts Commission. He juried for the Rockefeller Foundation, Rhizome.org, and others. Richard has taught courses on art and new media at UC Berkeley, UC Santa Cruz, the San Francisco Art Institute and elsewhere. He has lead NEA and NEH-funded national research projects on new media, art, preservation, and museums and he is currently working on a book for MIT Press on preserving digital culture. He served on the boards of the Berkeley Center for New Media, New Langton Arts, and the Museum Computer Network.

Moderator:  
Carrie Pirmann  
(Bucknell University)

## #s2c Defining Student Success through Digital Scholarship Initiatives

### Digital Humanities Summer Scholars: A Model for Undergraduate Engagement with DH

**Sarah Morris, Tawfiq Alhamedi, Caroline Nawrocki, and Mila Temnyalova (Lafayette College)**

In an effort to directly engage undergraduates in the digital humanities, Skillman Library, at Lafayette College, offers a competitive, intensive summer research internship for students interested in digital scholarship. During this six-week program, students create digital research projects of their own, engaging with digital tools, methodologies, and communities of practice. In this panel, we will talk about this model of undergraduate work in DH, the students explaining the process and educational outcomes through their own digital projects. Students in this program learned Python, wrote code, cleaned data, created maps from scratch, performed text analysis, topic modeling, and sound engineering. This program has developed into an incubator for students' passion projects, and, consequently, a force in elevating undergraduate research and digital humanities at Lafayette. Ultimately, variations on this model could be employed at many kinds of institutions, and we would discuss both advantages and challenges to implementation on the instructor and student levels.

To read more about our program, follow this link: <http://sites.lafayette.edu/dhss/>

**Sarah Morris** is a Research and Instruction Librarian at Lafayette College. In addition to providing traditional reference and liaison services, she works with faculty to infuse digital pedagogy into their classrooms, and directs the Digital Humanities Summer Scholarship.

**Tawfiq Alhamedi** is a rising senior attending Lafayette College. He is pursuing a BA degree in Anthropology & Sociology and has been particularly interested in researching the Indian Ocean, transnationalism, and conceptions of identity.

**Caroline Nawrocki** is a junior International Affairs major at Lafayette College. She is passionate about activism, politics, languages, and college newspapers.

**Mila Temnyalova** joined Lafayette College's Class of 2019 as an International Affairs and Economics double major. Originally from Bulgaria, she concentrates in Conflict and Cooperation in the European region, and is pursuing Russian to the advanced level.

### Library-led Digital Scholarship for Undergraduates at a Small Institution

**R.C. Miessler, Lauren White, Keira Koch, and Julia Wall (Gettysburg College)**

In the summer of 2016, Gettysburg College's Musselman Library piloted the Digital Scholarship Summer Fellowship (DSSF), a library-led, student-centered introduction to digital scholarship. The Fellowship, a 10-week, paid, summer program for rising sophomores and juniors, is programmatic, based on a curriculum designed to introduce the student fellows to digital tools, project management, documentation, and the philosophy behind digital scholarship. The Fellowship aimed to create a digital scholarship community of practice at Gettysburg College, collaborating with educational technologists and faculty engaged in digital scholarship to support the needs of the first cohort; in addition, the Fellowship supported the digital scholarship activities of students participating in other summer research programs.

R.C. Miessler, coordinator of the Digital Scholarship Summer Fellowship, will discuss the creation, development, implementation, and future of the program. The student fellows, Keira Koch, Julia Wall, and Lauren White, will reflect on their experience and present the digital projects they created.

**R.C. Miessler** is the Systems Librarian at Gettysburg College's Musselman Library and coordinator of the library's Digital Scholarship Working Group. A lifelong geek in all things religion and technology, he's interested in how students and faculty can use technology to present and interpret humanities research, as well as exploring the intersection of gaming and digital humanities.

**Keira Koch** is a sophomore at Gettysburg College, majoring in History and minoring in Public History. The digital project she created as a Digital Scholarship Summer Fellow with Musselman Library analyzed women's history at Gettysburg College during the 1950s. Her project used an array of digital tools including Scalar, StoryMapJS, and Voyant Tools. She plans on continuing her research on women at Gettysburg College throughout the 2016-17 academic year.

**Lauren White** is a junior at Gettysburg College double majoring in English and Environmental Studies, and minoring in Women, Gender, and Sexuality Studies. This past summer, Lauren worked as a Digital Scholarship Summer Fellow with Musselman Library and created an interactive timeline of student-led social justice movements at Gettysburg College. Her interests include advancing diversity in the digital humanities and interdisciplinary scholarship.

**Julia Wall** is a sophomore at Gettysburg College. She is majoring in History with a focus on Military History and minoring in Civil War Era Studies. As a Digital Scholarship Summer Fellow at Musselman Library, she created a database of West Point cadets of the class of June 1861 including interactive timelines for each cadet and a comprehensive map of battles.

#kn2

## Keynote Address: Power, Privilege, and the Imperative to Act in the Digital Age

### Safiya Noble (UCLA)

Dr. Safiya Umoja Noble is an assistant professor in the Department of Information Studies in the Graduate School of Education and Information Studies at UCLA. Her research on the design and use of applications on the Internet is at the intersection of race, gender, culture, and technology. She is currently working on a monograph on racist and sexist algorithmic bias in search engines like Google. She serves as an Associate Editor for the Journal of Critical Library and Information Studies, and is the co-editor of two books: *The Intersectional Internet: Race, Sex, Culture and Class Online* (Peter Lang, Digital Formations, 2016), and *Emotions, Technology & Design* (Elsevier, 2015).

#w1

## The College Course (of all things!) as the Basic Unit of Exchange in Collaborative Digital Scholarship Between Institutions

### Christopher Gilman and Jacob Alden Sargent (Occidental College)

In the 2013-14 academic year, Occidental College launched a media display and web-based content sharing system called Global Crossroads. The centerpiece of a major campus renovation, the display system comprises 10 video screens, which are distributed in a 2-story media wall. It allows students, faculty, and staff of the College to author multimedia scholarly projects comprised of individual content resources.

At our BUDSC15 panel presentation "Who's Listening? Creating Intentional Publics" we received strong interest in developing capacity for sharing and deploying the Global Crossroads system at other institutions. This led to a pilot of an inter-institutional course collaboration with Heidi Knoblauch at Bard College and subsequent working group to convene at this summer's ILiADS conference at Hamilton College.

We propose a "works in progress" session to further develop inter-institutional collaboration by focusing on ways the Global Crossroads system, as well as other platforms, can be a means for sharing scholarly content across institutions, using the course, rather than a digital project, as the basic unit of connection. We situate this approach within a more general provocation: student

#BUDSC16

work within digital projects is often either too constrained to be meaningful as a form of intellectual expression, or it lacks the sophistication to be presented to wide audiences. In addition, projects require work flows and management processes that add a layer of complexity to curriculum design; and idiosyncratic course structures make iterative improvements in digital pedagogy difficult.

We suggest that inter-institutional collaborations may be fostered by focusing on inquiry-based course collaborations around the collection and analysis of primary digital resources shared between institutions with common course goals, student learning activities and work products. Our presentation is intended to solicit interest in further collaboration on designing a unified template for an inquiry-based course involving undergraduate research in the curriculum, the fundamental elements of which would include: topic constraints, source materials, methods of inquiry, and sequenced processes of critical analysis and production.

**Christopher Gilman** is Associate Director of the Center for Digital Liberal Arts and Affiliated Faculty in Comparative Studies in Literature and Culture at Occidental College. His work centers on the design and development of programs, curriculum, learning spaces and infrastructure for integrating digital methods into scholarly practice. Gilman has a PhD in Slavic languages and literatures and significant professional experience in both K12 and post-secondary education. His research interests include the intellectual history and cultural practice of semiotic theory, Russian and Western Avant-gardes, visual and material culture and innovative pedagogies.

**Jacob Alden Sargent**, Associate Director Center for Digital Liberal Arts, earned his BA in music and sociology from Bates College and his PhD in sociology from the University of Virginia. He leads the College's Instruction and Research team in scholarship technology, developing, planning, and delivering academic and informational technologies for the liberal arts context. Sargent publishes on labor and technology in knowledge and culture industries and teaches courses on higher education, public sociology, social movements, and new media. Previously he served as a faculty fellow at the University of Virginia's Teaching Resource Center, where he was also a lecturer in sociology.

## #w2 Using Jupyter Notebooks to Build Code Literacy and Introduce Digital Humanities

### **Matthew Lavin (University of Pittsburgh)**

Anyone who has tried to learn a programming language can attest to the fact that working with code requires a way of thinking that many if not most people are not used to. If I miss a comma in Microsoft Word, my document will still print. If I forget the title of a book but describe its plot to my colleague, she will probably know the book I mean. If asked provided a date for a piece of correspondence, "November 190?" might be a reasonable designation. Coding, in contrast, requires a different kind of precision, which is often an early hurdle to teaching arts and humanities students basic programming skills.

Jupyter Notebooks are meant to facilitate "open source, interactive data science and scientific computing across over 40 programming languages" (Project Jupyter). A Jupyter Notebook can present live, working code that multiple people can inspect, run, and even change (see attached screenshots). As a result of their more graphical and interactive features, Jupyter Notebooks make excellent educational tools, especially for people who are relatively new to code.

In this workshop, I will share some my experiences using Jupyter Notebooks for digital humanities tutorials and scholarship. It will include an overview of what Jupyter Notebooks are and how they work; a brief introduction to Python 3, and how to work with it in a Notebook environment; and some interesting examples of how Jupyter Notebooks can help facilitate writing and sharing digital humanities code (mostly text analysis). Participants need not know anything about Python before participating. In fact, no prior coding experience is necessary, although a quick review of terms like "digital literacy" and "code literacy" would be ideal.

**Matthew J. Lavin** is a Clinical Assistant Professor of English and Director of the Digital Media Lab at the University of Pittsburgh. From 2012 to 2013, Lavin served as a Council on Library and Information Resources (CLIR) Postdoctoral Fellow at the University of Nebraska's Lincoln Center for Digital Research in the Humanities. From 2013 to 2015, he was Associate Program Coordinator for the Andrew W. Mellon Foundation Initiative "Crossing Boundaries: Re-Envisioning the Humanities for the 21st Century" at St. Lawrence University. His current scholarship focuses on the intersection of digital humanities, book history, and U.S. literature.

#w3

## Basic Data Visualization and Scholarship

### Daniel Lynds (St. Norbert College)

This workshop will leverage basic data visualization methods to present social media engagement for #BUDSC16. Measuring hashtag engagement using data visualization is becoming a phenomenon across disciplines and fields, often being integrated with Social Network Analysis. Whether exploring activity of students in a learning environment, engagement of brands with users, actors in a network, or a multitude of other contexts, data visualizing affords us unique areas for collaboration and conversation. This workshop will leverage several approaches of data visualization to present social media engagement for #BUDSC16.

Using hashtags generated for #BUDSC16, this workshop will run before, during, and after the conference while datamining from the various hashtags emerging therein. Participants in this project will use data visualizations to tell stories about their experiences with conference themes and events. During the workshop the main hashtags of the conference will be explored, primarily via twitter, in a hands-on interactive fashion giving participants both theoretical and practical contexts. We will create a unique hashtag in the workshop and watch it grow in a visualized form.

Working in a shared slide deck, participants will openly share the work they make in the workshop. This will be a truly unique experience for participants new to the data visualization field. Those attending the workshop would benefit most if they have Gmail and Twitter accounts prior to the workshop.

**Daniel Lynds** is an Instructional Technologist currently working at St. Norbert College in the Digital Humanities. With a Bachelor of Fine Art and a Masters in Education Technology, Daniel collaborates with people on making their work as impactful and open as possible. His primary research interests lie in visual storytelling, social network analysis, open education, and cultural theory.

As an editor at Hybrid Pedagogy, a critical journal/community/conversation/study, Daniel finds himself constantly engaged with scholarship from international voices focused on the connectedness of learning, teaching, and technology in culture. This work feeds his interests in collaboratively building sense making in the humanities and beyond. He believes in people and their ability to critically examine their paths in the ever complex landscape of knowledge abundance navigation.

Daniel is also an interdisciplinary artist and general noise maker. Many of his creations can be found at [daniellynds.com](http://daniellynds.com)

#w4

## Crafting Digital Narratives with Scalar

### Alicia Peaker (Bryn Mawr College)

From non-linear storytelling to rich, scholarly annotations, this workshop will encourage new ways of thinking about writing in digital environments. Using a web application called Scalar, you will begin to craft a media-rich digital narrative. Scalar is a free, open source authoring and publishing platform that's designed to make it easy for authors to assemble media from multiple sources and juxtapose them with their own writing in a variety of ways, including via video and audio annotations.

Requirements: Scalar is *browser-based*, so all participants need is a laptop, an internet connection, and a browser (ideally other than IE).

**Alicia Peaker** is the Digital Scholarship Specialist at Bryn Mawr College. Previously, she completed a Mellon CLIR/DLF Postdoctoral Fellowship in the Digital Liberal Arts at Middlebury College. She has also worked as the Co-Director of Our Marathon: The Boston Bombing Digital Archive, the Project Manager for The Women Writers Project, and the Development Editor for GradHacker.

Tour Guide:  
Kathleen McQuiston  
(Bucknell University)

## #w5 Field-trip to the Electronics Maker-E!

Explore Bucknell's newest makerspace, the Maker-E! Equipped with a wide range of tools and high tech devices, the Maker-E is a creative space for learning about and working on electronics, programming, and similar projects. More information is available at: <http://makere.blogs.bucknell.edu/>

Moderator:  
Matt Gardzina  
(Bucknell University)

## #s3a Learning through Building: Engaging Students with Digital Collections

### Using Digital Collections for Community College Student Research

**Elizabeth Huston (Eastfield College) and Cindy Boeke (Southern Methodist University)**

Faculty members at Eastfield College are exploring approaches to Digital Humanities (DH) as ways to engage community college students and enhance their learning experiences. In Spring 2016, Eastfield English Professor Elizabeth Huston piloted the use of DH strategies and tools in her English 1302: Composition 2 course, which focuses on writing academic arguments and learning to conduct research. Arguing how the past impacts the present and/or future, students were asked to find one or more pieces in SMU's CUL Digital Collections, to interpret the digitized item, and to use it as evidence to support their arguments. The success of the project led to discussions between SMU and Eastfield about the potential for a community college DH Practicum, including its planned outcomes, potential pitfalls, and possible use as a scalable model for other community college-university based DH partnerships.

**Elizabeth Huston** received her BA in English from the University of Houston and her MA and PhD in English and Rhetoric from Texas Woman's University. She has served as a Professor of English at Eastfield College since 2002. She has also taught at University of Mary Harding Baylor, San Antonio College, and Austin Community College. In 2006—2007, Huston was honored with the Eastfield College Minnie Piper, Miles Production Award for Full-time Excellence in Teaching.

### Re-Envisioning Japan: Recuperating Ephemeral Histories through Collaborative Digital Curation, DH Pedagogy, and Web-Based Publication

**Joanne Bernardi, Nora Dimmock, and Iskandar Zulkarnain (University of Rochester)**

Re-Envisioning Japan: Japan as Destination in Visual and Material Culture (REJ) is a faculty-library collaboration that models scholarship realized and communicated through creative curation and a multimedia digital archive. This digital archive represents an original collection of tourism, travel and educational ephemera documenting changing representations of Japan and its place in the world in the early to mid 20th century. Grounded in a uniquely syncretic relationship between material and digital worlds, REJ is also a powerful pedagogical tool. We are now finalizing a new Omeka-based site in order to maximize REJ's scholarly impact with enriched metadata, innovative pathways for interpreting objects, and an open-access, web-based publishing platform promoting multimodal digital scholarship. Our experience designing the digital archive, its use as a teaching tool, and our plans for REJ's sustainable future provide a useful case study for colleagues working on similar projects in the context of a library digital humanities center.

**Joanne Bernardi** is a professor of Japanese and Film and Media Studies at the University of Rochester. She has published on Japanese cinema and culture, film history and historiography, material culture studies, nuclear imagery, and digital humanities. Her open-ended digital humanities project, Re-Envisioning Japan: Japan as Destination in 20th Century Visual and Material Culture, documents changing images of Japan and its place in the world in the early to mid 20th century.



**Nora Dimmock** is Assistant Dean for IT, Research, and Digital Scholarship at the University of Rochester's River Campus Libraries and the founding director of the Digital Humanities Center. She collaborates on several projects led by U of R faculty members engaged in digital scholarship, and leads a professional staff that provides expertise in scholarly encoding schemas, digital media encoding and production, digitization, 3D modeling and printing, physical computing, and spatial and numeric analysis.

**Iskandar Zulkarnain** is a Mellon/CLIR Postdoctoral Fellow in Data Curation for Visual Studies at the University of Rochester, where he is affiliated with the Digital Scholarship Lab and the Graduate Program of Visual and Cultural Studies. He is working on a book project that examines various forms of digital nationalism in post-authoritarian Indonesia and connects them to the historical trajectory of media technologies and nationalism in the country. His interests broadly cover digital media studies, critical digital curation, new media art, postcolonial and counter-culture discourses, technocultures, and global popular cultures.

Moderator:  
John Hunter  
(Bucknell University)

#s3b

## Archiving Collective Memory

### Shaping the Future by Engaging the Past: Preserving the Stories of a Discarded Symbol

**Rob Sieczkiewicz, Ryan Ake, Rachel Baer, and Jess Deibert (Susquehanna University)**

If history is written by the victors, what can students learn from hearing the stories of the other side? When an institution changes its identity to reflect contemporary values, how does a community preserve its discarded traditions?

In 2015, Susquehanna University's Board of Trustees decided to replace the 'Crusader' mascot and nickname, which had been used since 1924. Explaining the rationale for the change, SU President Jay Lemons noted that a university mascot and nickname "should be beloved and unifying symbols," which the Crusader was not. While some members of the SU community saw the changes as an opportunity to create a more inspiring and unifying iconography, others passionately disagreed with the decision.

Susquehanna students negotiated this divide between administration and alumni/ae through the Crusader History Harvest. This Harvest, modeled on the History Harvests of the University of Nebraska-Lincoln, was a one-day event, held during homecoming weekend, that invited alumni/ae to bring their Crusader memorabilia back to campus. Students digitized those objects and interviewed the alums, asking about the objects' meaning to their owners. Presenting the digitized objects and the interviews in an open access online archive offers a glimpse of the power of digital storytelling to bridge the divide between tradition and progress.

In this presentation, Susquehanna students and librarians will address some of the issues raised by the Crusader History Harvest such as how students learn by documenting history as it is being made and how a community preserves its traditions while managing necessary change.

**Ryan Ake** joined Susquehanna University as Outreach & Collection Development Librarian in January 2015. He is responsible for all outreach activities of the library and oversees all print and electronic collections. His main areas of interest include ancient Mediterranean history, local & genealogical research, collection assessment, community outreach and digital humanities research. Previously, Ryan served as a Reference & Instruction Librarian at Penn State University, working in the Tombros & McWhirter Knowledge Commons. In this role, he provided information literacy instruction to first-year students and supervised all Knowledge Commons and Research Hub student employees. He earned his MLS from Clarion University and his BA in Classics & Ancient Mediterranean Studies from Penn State University.

**Rob Sieczkiewicz** joined Susquehanna University as Digital Scholarship Librarian in February 2015. He is responsible for working with students and faculty to use digital tools to improve teaching and scholarship. He was previously University Archivist at Drexel University where he led a multi-year oral history project. He earned an MLS from Drexel University, an MA in History from University of Massachusetts Boston, and a BA from Hampshire College.

**Rachel Baer** is a senior history major at Susquehanna University with museum studies, German, and Honors Program minors. She is a student assistant for two professors in the history department, which allows her to complete original research in the history of medicine. She has also had multiple internships in museum studies, including in Susquehanna University's archives. She most recently interned in the Archives and Special Collections at the Fred W. Smith National Library for the Study of George Washington in Mount Vernon, Virginia.

**Jess Deibert** is a senior English major at Susquehanna University with photography and publishing and editing minors. Currently she is an Outreach Intern and Community Engagement Officer at Susquehanna's Blough-Weis Library. She has also had multiple internships in literary and library studies, including a position in Cape Town, South Africa and most recently in the Digital Resources department at the Fred W. Smith National Library for the Study of George Washington in Mount Vernon, Virginia.

## **The Discordant Harmony of Distributed Knowledge. The Yale Community Voices Archive.**

**Carol Chiodo, Michael Lotstein, Monica Ong, Douglas Duhaime (Yale University)**

How do you build consensus around establishing an institutional archive which seeks to record voices of discord? How might multiple stakeholders strongly disagree, and still work together to record that disagreement? This presentation outlines the blueprint of a distributed knowledge model used to create the prototype for the Yale Community Voices Archive (YCVA). The model prioritizes creating a core team of stakeholders, identifying their concerns, and then iterating to generate consensus.

The archive, now up and running, gathers, organizes and preserves a wide array of born digital materials representing community perspectives on activism for racial justice on campus. Community sourced accessioning facilitates the collection of crucial contextual materials that will help future students and scholars interpret and understand current campus discussions of race, ethnicity, and social justice. The project responds both to the students' use of social media for chronicling and debating these events as well as the Yale University Archives' seeking a user-friendly means of collecting and preserving digital content.

Through this distributed knowledge model, the YCVA doesn't simply create a space in the archive for underrepresented communities. It asks them to frame their own historical records, to tell their own stories, and to participate in the crucial processes of digital archival design and accession.

**Carol Chiodo** is a post-doctoral research associate in the Digital Humanities Lab at Yale University. Her research investigates how the material and structural changes in the reproduction, storage and transmission of texts impact the ways we read, write, learn, and remember.

## **Circulation and Use of Indigenous Language Texts in New England**

**N. C. Christopher Couch (University of Massachusetts Amherst)**

Religious materials in New England created by John Eliot and his informants are believed to have played a role in extending secular literacy in indigenous languages in Massachusetts and beyond. Printed and manuscript materials are studied as preserved materials in repositories, but they circulated in various spheres in Colonial and early National New England. A sampling inventory of remaining documents combined with information on provenance and ownership could be mapped against the continued use of indigenous languages, the location of communities of "praying Indians" and early reservations to suggest the ways in which such works were used in a variety of communities using GIS or Google-map based software. Such an analysis would move us closer to an understanding of these books and broadsides as circulating, used works, and each remaining copy could contribute to our understanding of the role they played in literacy and language. A second stage of the project might compare the circulation and use of printed and manuscript materials created by missionaries like Bernardino de Sahagun in indigenous language for conversion uses, including teaching doctrine, theatricals, and public prayer in New Spain (Mexico), questions that would not arise from examining either context alone. I would hope explore parallels between the role of indigenous literacy, fostered by missionary activity but extending far beyond "religious" contexts, in the creation of solidarity within Native communities in New Spain and New England.

**N. C. Christopher Couch** holds a Ph.D. in art history from Columbia University and is the author of books and articles on Latin American art and comics and graphic novels including *Jerry Robinson: Ambassador of Comics*, *The Will Eisner Companion*, and *The Festival Cycle of the Aztec Codex Borbonicus*. He teaches at UMass Amherst, Amherst College, Trinity College, and School of Visual Arts, New York, and held fellowships at Institute for Advanced Study, Dumbarton Oaks, and Newberry Library.

# Evaluating the role of Digital Scholarship in Higher Education

Moderator:  
Tom Beasley  
(Bucknell University)

## The Know-How and the Know-What: Reflections on the Intersection of Library Science Education and Digital Humanities Initiatives

**Joseph Koivisto (University of Maryland)**

Project-based learning, tool-oriented workshops, and graduate assistantships are frequently upheld as a practical approach to integrating LIS graduate students in digital humanities research, but to what degree do these practices prepare students for critical DH engagement? Reflecting on the recent completion of graduate coursework at the Catholic University of America's MSLIS program, this presentation will provide a personal narrative of library professional education specifically tailored to address areas relevant to the digital humanities: cultural heritage preservation and digital libraries systems and management. By additionally addressing participation in early-stage digital humanities initiatives, the presentation will critically evaluate the relevance of digitally-oriented coursework to actual readiness to support interdisciplinary research in team-based settings. Lastly, the presentation will provide a critical assessment of labor inherent in student participation in project-based learning, crowdsourcing, and research models that integrate graduate labor – paid or otherwise – into the production of digital scholarly work.

**Joseph Koivisto** is a systems librarian at the University of Maryland, servicing the USMAI consortium institutions. He received his B.A. in English in 2009 (U. of Scranton) and an MSLIS in 2014 (CUA). His research focuses on the application of library science practices in DH settings, controlled vocabulary & authority development, and cultural heritage management. He has worked with the DC Public Libraries, the Catholic University of America, and the Library of Congress.

## The Public Face of Private Scholarship: The Drew University Graduate History Podcasting Project

**Anne Ricculi (Drew University)**

In the spring of 2016, Drew University convened a Graduate Student Digital Advisory Committee tasked with identifying digital skills required by modern graduate students to support humanities research, writing, and presentations. Faced with uncertain job markets, Drew takes seriously the imperative to prepare graduate students for careers both within the academy and beyond these institutional boundaries. With the dual mission of “putting the humanities to work,” and addressing “the urgent challenges of our time with rigorous, independent, and imaginative thought,” the Committee embarked on a Podcasting project.

Podcasting is a key communication method and a critical tool for today's historians and public intellectuals. This project seeks to cultivate in graduate students an attitude towards scholarship that incorporates the public value of what we do.

This presentation will discuss this work in-progress, from inception to current status, with the challenges, pitfalls, and triumphs inherent in this digital collaboration. Consistent with the conference theme of “Negotiating Borders,” we argue that the process of identifying digital initiatives that minimize the boundary between theory and practice enhances graduate student education, providing opportunities to implement and assess effective public engagement.

**Anne Ricculi** is a Ph.D. candidate at Drew University with an MA in Museum Studies (NYU). Her dissertation digitally searches Victorian-era periodicals, tracing portrayals of natural history. Currently student archivist at Drew's Special Collections and University Archives, Anne processes collections and contributes to digitization projects. Previously, she trained users in database software and designed non-profit and for-profit websites. Anne is a weekly contributor to @DrewUSpecColl, and blogged for Morristown National Historical Park Museum and Library.

## Student Writing as Digital Humanities Method

### Mackenzie Brooks and Brandon Walsh (Washington and Lee University)

Whether it is a blog post, a journal article, a Hypothes.is comment, or a README.md file, writing is a fundamental digital humanities and digital scholarship activity. We encourage undergraduates to pursue DH to improve their technology and research skills, but often neglect to include writing in the list of transferable skills. Encouraging students to write in public asks them to think about themselves as contributors to ongoing conversations about the critical use of technology. Far from presenting public writing as a utopian ideal, by discussing copyright and licensing, professional identities, and more with our students, we can help them better understand the risks and affordances of the work we ask them to do. In this presentation, we will share several methods used in our DH program to help students build the skills necessary to publish writing on the Web.

**Mackenzie Brooks** is Assistant Professor and Digital Humanities Librarian at Washington and Lee University. Prior to her current position, she worked as Metadata Librarian at W&L and at the Loyola University Chicago Health Sciences Library. As a member of the Digital Humanities Action Team, she advises faculty and students on best practices for metadata standards in digital humanities projects. Additionally, she teaches undergraduate courses on scholarly text encoding and digital humanities.

**Brandon Walsh** is Mellon Digital Humanities Fellow and Visiting Assistant Professor in English at the Washington and Lee University Library. He received his PhD from the University of Virginia.

## Poster Session

## ACRL Framework Poster Cross-Institutional Collaboration

### Jill Hallam-Miller, Nancy Frazier, and Ben Hoover (Bucknell University)

Research Services librarians at Bucknell University collaborated on a project to re-conceptualize the new Association of College & Research Libraries' "Framework for Information Literacy for Higher Education" to make the research concepts it represents accessible to students. We developed an open educational resource in the form of digital and physical posters that we shared with the academic library community at large.

The posters facilitate discussion about the research process in the classroom; faculty and librarians use poster content to clarify research concepts for students. We have received feedback from librarians at other institutions who are excited about using and modifying the posters. We have removed institutional borders by creating a repository for capturing ideas for reusing, remixing, and re-conceptualizing the posters to encourage continued development and improvement of the project, opening pathways for librarians, instructional technologists, and faculty to collaborate on student-centered information literacy instruction.

Access the posters at <http://researchbysubject.bucknell.edu/framework>

**Jill Hallam-Miller** is the Blended Learning Librarian and the liaison librarian to the School/College of Management at Bucknell. She provides information literacy instruction and research assistance on campus. Her research interests include universal and instructional design. She earned her MSLS from Clarion University of Pennsylvania, and is currently pursuing a master's degree in educational technology through Boise State University.

**Nancy Frazier** is the Instructional Services Librarian and the liaison librarian for the departments of History, Political Science, and International Relations. She coordinates the library instruction program, with Bucknell librarians teaching approximately 250 information literacy sessions a year. Nancy teaches and collaborates with faculty to help students find and evaluate resources for their academic work and beyond. She earned her MLS from SUNY at Buffalo.

**Ben Hoover** is the Evening Library Services Specialist at Bucknell. He actively provides outreach to students and student-centered stakeholders on campus in addition to teaching library workshops and hosting library orientations for various student populations. Ben's work focuses on easing students' trepidation with using the Bertrand library and its resources. He earned his B.A. and M.S.ED. from Bucknell University.

## Infographics for Service Learning and Digital Literacy

### Alexis Henshaw (Miami University) and Jill Hallam-Miller (Bucknell University)

At a May 2015 Mellon Basic Pedagogy Workshop at Bucknell University, Alexis Henshaw, former Bucknell Visiting Assistant Professor of Political Science, and Jill Hallam-Miller, Blended Learning Librarian, examined potential benefits of having students create infographics as part of their semester-long projects for an International Relations course. Alexis designed the project, and invited Jill to provide a workshop for students to learn the basics of using the selected browser-based infographics tool. The following semester, Alexis worked with Jubilee House Community and the Center for Development in Central America to create a service learning project in which students would design infographics on issues related to women's health and development. In this poster session, we share information about the importance of infographics in student development of visual and digital literacies, and we share the details of how Alexis incorporated infographics into her courses and the impact of these projects on student experience.

**Alexis Leanna Henshaw** is Visiting Assistant Professor of Political Science at Miami University in Ohio. She was previously Visiting Professor of Political Science at Bucknell University, where she was involved in the Bucknell Brigades program in Nicaragua. She teaches courses including: Introduction to International Politics, International Conflict Resolution, International Law, and Gendering International Relations.

**Jill Hallam-Miller** is the Blended Learning Librarian and the liaison librarian to the School/College of Management at Bucknell. She provides information literacy instruction and research assistance on campus. Her research interests include universal and instructional design. She earned her MSLS from Clarion University of Pennsylvania, and is currently pursuing a master's degree in educational technology through Boise State University.

## Creating an Online Environment for Displaying Historic Pennsylvania German Texts

### Michael McGuire (Indiana University)

This digital scholarship project aims to provide digital access to historical texts and other documents written in Pennsylvania German. Texts will be presented in parallel with different orthographic versions of the original in addition to English translations and notes. The layout of the project will be similar to the Flamenca Digital Scholarship Project but will use a different web interface. Texts will be encoded using TEI P5 guidelines and displayed in parallel using a customized version of Versioning Machine as an underlying interface. Versioning Machine is an open source software that allows different columns such as two versions of the same text to be displayed in parallel.

While viewed as important from a perspective of linguistics, literary studies, digital humanities, literature, poetry, historical texts and other documents written in Pennsylvania German are often difficult to access. Many, if not most of them are not digitally available on the internet and there are often few hard copies available in libraries or archives. For my dissertation project, I am building a linguistic corpus of Pennsylvania German and have already scanned and digitizing several texts. This project will provide a more interactive and user-friendly interface for teaching and research. Among many others, these include columns and articles from newspapers such as The Middleburg Post, the Lebanon Daily, The Pennsylvania Dutchman, Allentown Call or works from writers such Henry Harbaugh, Abraham R Horne, Harvey Miller, T.H. Harter (Boonastiel) and others. In addition to helping with linguistic analysis, texts displayed with this project could be useful for literary analysis, historical study, digital humanities as well as other forms of digital scholarship.

**Michael McGuire** is a grad student in linguistics at Indiana University and is currently designing a corpus of Pennsylvania German as a dissertation project. He also worked at Bucknell University in Digital Scholarship & Pedagogy as a student assistant developing and editing web tools and other software for digital scholarship projects. Lately, his research has focused on computational linguistics and natural language processing but he remains very interested in other areas of linguistics and digital scholarship. Along with Olga Scrivner and others, Michael has also worked on and continues to help maintain the Flamenca Digital Scholarship Project. For more information, visit Michael's website: <http://cl.indiana.edu/~mpmcguir/>



## The Evolution of Student Political Engagement at Lafayette College

### Caroline Nawrocki (Lafayette College)

In contemporary discourse, some research paints college students as politically disinterested and uninformed as compared with student activists of the 1960s and 1970s, whereas other research states that these students simply engage with political material in different ways than previous generations. This project uses topic modeling in order to investigate the political atmosphere at Lafayette College during two time periods: 1967-1972 (a time of heightened college activism) and 2011-2016, using the college newspaper as a primary source and tools such as Cytoscape, GitHub, Neatline, and Omeka. Through my research, it can be concluded that despite an evident decline in traditional modes of student activism, contemporary college students are still academically invested in political issues and engage with a diversity of political topics through co-curricular life. Additionally, the role of a student newspaper has shifted focus from the main source of information on campuses to be more a supplementary information source.

**Caroline Nawrocki** is a junior at Lafayette College, majoring in international affairs and minoring in religious studies. She is passionate about politics, traveling, languages, campus newspapers, and writing.

## Topic Modeling the U.S. Supreme Court

### William Gordon (Lafayette College)

It has long been recognized that justices' personal beliefs and policy preferences shape the ways they view constitutional law. In this project, digital tools, like MALLET and a web scraper built using Python, are used to look at whether or not ideologically liberal and conservative justices have differences in themes that appear in their majority opinions. To do so, a topic modeling analysis of majority opinions by Justice Sotomayor, Justice Scalia, and Justice Kennedy was done of their opinions since 2009, obtained using Harold Spaeth's Supreme Court Database and [caselaw.findlaw.com](http://caselaw.findlaw.com).

**William Gordon** is a senior at Lafayette College who is majoring in English and Government & Law, with a minor in Economics. He is passionate about law, politics, and journalism. In his spare time, he skis, plays guitar, and reads too much.

## Synth Guide: An Interactive Digital Narrative

### John Gossick (Lafayette College)

Electronic music synthesizers are exemplars of the intersection of technology and music. The Synth Guide project is an online, interactive, semi-linear narrative that examines the most popular electronic music synthesis technologies in their technological, musical, and commercial aspects in a Scalar book using TimelineJS and SoundCloud. The project aims to familiarize readers with synthesizers by demystifying the workings of sound in electronic music synthesis and highlighting key trends in the commercial synthesizer market from its conception to its current state.

**Johnny Gossick** is a Junior Anthropology/Sociology and Music double major at Lafayette College. He is an avid jazz musician, composer, and synthesist with interests in sound studies, electronic music technology, and its place within a larger cultural framework.

## The Hadhrami Diaspora: Islam and Indian Ocean Connectivity

### Tawfiq Alhamedi (Lafayette College)

Over centuries merchants, religious scholars, and Sufi mystics have migrated from Hadhramaut, a region in southern Yemen, to various coastal regions of the Indian Ocean. Using descriptions of prominent Indian Ocean port cities written by the renowned world traveler Ibn Battuta in the 14th century, this project presents an interactive map, created with ArcGIS and Neatline, that traces his travels in relation to Hadhrami migration and influence on Indian Ocean trade and culture. The purpose of this visualization is to highlight Hadhrami migrants who played versatile roles in an interconnected Indian Ocean world.

**Tawfiq Alhamedi** is a rising senior attending Lafayette College. He is currently pursuing a BA degree in Anthropology & Sociology and has been particularly interested in research relating to Indian Ocean Studies, transnationalism, and conceptions of identity.

## Visualizing Networks in the Ancient Mediterranean

### Tom Beasley and Sune Swart (Bucknell University)

Visualizing Networks in the Ancient Mediterranean (VNAM) is a web-based application for creating dynamic visualizations of political, economic and religious networks in antiquity, and displaying the primary evidence (whether literary, inscriptional or material) on which those visualizations are based.

Developed over the course of two summers by an undergraduate Computer Science major and a member of the Classics faculty at Bucknell, VNAM is a collaborative endeavor in both its creation and its applications.

VNAM has taught its creators how the process of designing a digital humanities project confronts one with authentic methodological problems in both the humanities and computer science. Consider, for example, a question that arose when we were creating the functionality to store and display ancient inscriptions: what is the evidential value of a treaty that purports to belong to the 5th century BCE, but which most scholars believe to be a 4th century forgery? Under what circumstances should VNAM display it, and how should its date be presented? To answer these and similar questions we had not only to approach them with the disciplinary tools of classics, but also to craft data structures and code that would realize our solutions. In this way VNAM turned out to be more interdisciplinary than we had anticipated, demonstrating how computer science can offer a productive means for learning about the discipline of classics, and vice versa.

VNAM also crosses boundaries in its applications. Designed to be both a resource for scholars and a pedagogical tool, it offers students the opportunity to make research contributions that both experienced scholars and other students will use. In the summer of 2016 we worked towards this goal by designing a contributor's page. Now the project's classroom utility extends beyond students' ability to overlay different visualizations so as to, e.g., compare Apollo's travels in the Homeric Hymn to Apollo to a map of temples to Apollo. Now, in addition to using VNAM, students in Bucknell's fall 2016 Classical Mythology course will be adding to it. By being invited to generate their own metadata for mythical narratives and their real-world referents, student will have the opportunity to confront issues similar to those with which we ourselves dealt. By blurring the lines between learning and scholarship in this way, VNAM aims to turn even novice learners' classroom experience into an authentic encounter with real problems and real research in classics.

**Thomas Beasley** is a Visiting Assistant Professor in the Department of Classics and Ancient Mediterranean Studies at Bucknell. His digital interests include data visualization, text analysis and digital game design.

**Sune Swart** is an undergraduate Computer Science major (class of 2017) at Bucknell. As a collaborator on VNAM, she has developed the project by employing HTML, CSS and Javascript.

## Digital History in Iraq and the US: International Collaborative Student Research

### Elizabeth Campbell (Daemen College)

Much of the documentation for the history of Iraq and the Kurdish region lives in the homes of private collectors, inaccessible to scholars inside or outside of the country, and threatened by wars and instability. This project aims to create a digital archive of Iraqi and Kurdish sources as well as a model for international collaboration for student research. Students, faculty, librarians, and IT departments at three schools in two countries collaborate to build the archive, hosted by the International Digital Ephemera Project at UCLA. Undergraduates at the American University of Iraq, Sulaimani (AUIS) contribute original materials and translations and collaborate with students at Daemen College to research and contextualize the sources and plan digital exhibits, while learning methods for historical research. This presentation provides an example of an exhibit, a plan for collaboration, and an overview of the challenges encountered so far.

**Dr. Elizabeth Campbell** is assistant professor of history at Daemen College. She taught at the American University of Iraq, Sulaimani from 2012 to 2016. She studies the history of the late antique and early Islamic Middle East. She is currently working on digital history projects that document the cultural heritage of Iraq, including a map of medieval monasteries, and a collection of primary sources in private collections.

## Runoff Flow Path Mapping at Bucknell—Research, Classroom, and Community Perspectives

**Rich Crago, Janine Glathar, Luyang Ren, and Chanda Singoyi (Bucknell University)**

Precision Conservation combines high resolution, remotely-sensed land surface data with analysis through a Geographic Information System (GIS). This particular application, pioneered by the Chesapeake Conservancy, can identify precise locations where concentrated storm runoff leaves individual fields, and provides a metric that estimates how likely the flow is to discharge harmful pollutants downstream. The analysis was applied to the Buffalo Creek watershed in Union County, PA during the summer of 2015. During the fall semester in 2015, the students in CEEG 421 (Hydrology) reproduced the analysis in the Bucknell GIS lab and identified sites on local farms that could benefit from better stormwater management practices. In collaboration with the Buffalo Creek Watershed Alliance (BCWA), students visited some of the farms, interacted with the farmers, and inspected the sites they identified. Working in groups of three, they designed engineered treatment facilities such as constructed wetlands, ponds, and filter strips. Research during the summer of 2016 is testing the validity of the metric used; alternatives will be suggested and tested as well. Finally, a similar class project is planned for the Fall 2016 offering of CEEG 421, and improvements to the project motivated by lessons learned the first time will be discussed.

**Richard Crago** is a Professor of Civil & Environmental Engineering at Bucknell University. His teaching specialties include hydraulics and hydrology, fluid mechanics, and water resource engineering.

**Janine Glathar** joined ITEC/Digital Pedagogy & Scholarship in 2009 to fill the newly-created role of GIS Specialist at Bucknell. She has worked in the field of geospatial technologies for more than 15 years as research specialist, technical analyst and software trainer. Prior to joining L&IT at Bucknell, Janine spent seven years doing applied GIS research in Philadelphia's non-profit social services sector as the GIS Senior Analyst for Philadelphia Safe & Sound and the Greater Philadelphia Urban Affairs Coalition. Before transitioning to the social services research world, Janine worked for the GIS software company ESRI as a trainer and education/non-profit coordinator. She earned a B.A. in European History and Russian Language/Literature at the University of Pennsylvania.

**Luyang Ren** joined Digital Pedagogy & Scholarship at Bucknell University in 2013 as the GIS and Web Application Specialist. She has helped faculty and students implementing GIS in their teaching and research. Luyang's responsibility also includes building GIS architecture and maintains GIS system for outstanding usage on both desktop and online system. Besides serving as a GIS specialist, Luyang works in the Web Development team building the myBucknell system using Javascript and .NET technology as well. She earned a Master of Science Degree in Geographic Information Science for Development and Environment at Clark University.

**Chanda Singoyi** is a Bucknell undergraduate student with a double major in Civil Engineering and Economics.

## Engaging Students in Global Issues through the Use of Media Tools

**Kathe Lehman-Meyer, Cathy Whitlow, Mary Lynne Hill, Teresa Van Hoy, and Kathleen Gallagher (St. Mary's University)**

This presentation will share how faculty have engaged students in social justice issues such as the global food shortage, immigration rights, natural disasters, and asylum while teaching them core competency skills like language (speaking/writing) as well as digital literacy and research. Each presenter will be able to provide show and tell of student media projects that have resulted in students learning media production skills as a tool for cementing the knowledge required to achieve the course learning outcomes. In addition, step by step instructions for integration and creation of similar assignments will be provided.

St. Mary's University has a long history of integrating service learning within the curriculum and has won national awards for doing so. Located in San Antonio, Texas, St. Mary's University is a Hispanic Serving Institution with more than 70% of students being minorities and the majority are first generation college students, and are pell grant eligible.

**Professor Cathy Whitlow** teaches ESL Courses integrating media assignments as a way to cement the language knowledge that International Students must have to succeed within an American university. Prior to joining St. Mary's University Cathy taught middle school special education for more than 20 years.

**Dr. Mary Lynne Hill** is a linguist and teaches within the English Communication Arts program. She integrates media related real world assignments within courses to engage students in social justice while learning the basics of rhetoric and composition as well as grammar.

All of **Dr. Teresa Van Hoy's** history students are required to create a 6 minute documentary about some aspect of their own personal history as one of the first assignments in her courses. Along with her students, she has won several awards for her work which has also resulted in a local film festival.

**Dr. Kathleen Gallagher** is a cultural anthropologist teaching Graduate International Relations courses focusing on human rights, asylum and international development. She specializes in the Himalayan region and military anthropology. Her students get hands on experience creating NGO's, and media in support of furthering global understanding.

**Professor Kathe Lehman-Meyer** is currently Director of the Academic Media center, promoting the development of student media skills for academic and professional benefit.

## Crossing Institutional Boundaries to Create a Collaborative Digital Archives: The Collegewomen.org Project

**Eric Pumroy (Bryn Mawr College), Joanna DiPasquale (Vassar College), and Beth Seltzer (Bryn Mawr College)**

The Collegewomen.org project is a collaborative effort by the colleges once known as the Seven Sisters to create a portal that brings together the institutions' extensive collections of letters, diaries and scrapbooks that document the lives of the first generations of women to attend college. Funded by a planning grant from the NEH in 2014 and an implementation grant in 2016, the project aims to stimulate significant new work in women's history and encourage a greater understanding of the role that women's colleges played in advancing the position of women in American society. The session will examine both the work required to build and sustain a collaborative digital archive, the technical challenges to overcome in building a multi-institutional resource, and the additional outreach and supplemental content that is needed to make the digital archive a productive tool for research and teaching.

**Eric Pumroy** is the Associate Chief Information Officer and Seymour Adelman Director of Special Collections at Bryn Mawr College. He has been active in numerous collaborative projects in the Philadelphia region, and was president of the Philadelphia Consortium of Special Collections Libraries from 1998 to 2001. He is the project director for "College Women: Documenting the Student Experience at the Seven Sisters Colleges," funded by the National Endowment for the Humanities.

**Joanna DiPasquale** is the Head of Digital Scholarship and Technology Services at Vassar College, working to create, maintain, and preserve the digital collections of the College and to foster digital scholarship initiatives on campus. She holds degrees in history and mathematics, and received her MA from New York University and her MLIS from Rutgers University.

**Beth Seltzer** is the Educational Technology Specialist at Bryn Mawr College. She fosters digital pedagogy on campus through her work with the Mellon Blended Learning in the Liberal Arts initiative and other projects. She holds a PhD in English from Temple University.

## Hello Coed! A 1950s History of Gettysburg College Women

**Keira Koch (Gettysburg College)**

After studying the challenges of being a woman on a college campus during World War II, Digital Scholarship Summer Fellow Keira Koch decided to expand her research to post-war life. Her project "Hello Coed!" aggregates information from various scrapbooks, oral histories, college publications, and photographs from Gettysburg College's Special Collections and College Archives to provide a snapshot of college life for women at Gettysburg College during the 1950s. To build the narrative, Koch uses Scalar, StoryMapJS, and multimedia to bring the experience of college women to life. In the next phases of the project, more narratives and voices will be added, and it will be expanded through researching Gettysburg College women in different time periods until there is a complete history of women at the college.

**Keira Koch** is a sophomore at Gettysburg College, majoring in History and minoring in Public History. The digital project she created as a Digital Scholarship Summer Fellow with Musselman Library analyzed women's history at Gettysburg College during the 1950s. Her project used an array of digital tools including Scalar, StoryMapJS, and Voyant Tools. She plans on continuing her research on women at Gettysburg College throughout the 2016-17 academic year.

## Your Friend and Classmate: Following the West Point Class of June 1861 Through the American Civil War

**Julia Wall (Gettysburg College)**

June 24th, 1861, 34 young men graduated from the United States Military Academy a year early to answer the need for more officers in the United States Army. Four had already dropped out of their class before graduation to join the Confederacy, and three more resigned to join the rebelling forces. Of these 38 men, only 28 would live to see the end of the war. Digital Scholarship Summer Fellow Julia Wall's project "Your Friend and Classmate" tells the story of these cadets, collectively and individually, based on a yearbook that belonged to William H. Harris, one of the June 1861 cadets. In that yearbook, Harris annotated the pictures of his classmates with what the cadets did in the war, keeping up with those that he could. Using the yearbook and Harris' annotations, Wall created a Scalar site incorporating StoryMapJS and TimelineJS to track the activities of each cadet.

**Julia Wall** is a sophomore at Gettysburg College. She is majoring in History with a focus on Military History and minoring in Civil War Era Studies. As a Digital Scholarship Summer Fellow at Musselman Library, she created a database of West Point cadets of the class of June 1861 including interactive timelines for each cadet and a comprehensive map of battles.

## **This is Why We Fight: Student Activism at Gettysburg College**

### **Lauren White (Gettysburg College)**

“This is Why We Fight” is an interactive timeline of student-led social justice movements at Gettysburg College. For each event on the timeline, there is a summary of the events and an explanation its significance, both locally and nationally. Digital Scholarship Summer Fellow Lauren White’s interest in this project was sparked by the amount of campus activism Gettysburg and other campuses witnessed in the 2015-2016 school year regarding racism on college campuses and the #BlackLivesMatter movement. Using Scalar and TimelineJS, this project documents an integral part of college history, and also attests to the merit of those students who fight for their own rights or support those with less privilege than themselves. The timeline will continue to expand, using crowdsourcing to collect stories of Gettysburg students and alumni.

**Lauren White** is a junior at Gettysburg College double majoring in English and Environmental Studies, and minoring in Women, Gender, and Sexuality Studies. This past summer, Lauren worked as a Digital Scholarship Summer Fellow with Musselman Library and created an interactive timeline of student-led social justice movements at Gettysburg College. Her interests include advancing diversity in the digital humanities and interdisciplinary scholarship.

## **Erasing Borders Through Digital Discovery: EXPLORE Chicago Collections as the Foundation for Collaboration Among Libraries, Archives, Museums (and Others)**

### **Tracy J. Seneca (University of Illinois at Chicago), Ellen Keith (Chicago History Museum), and Scott Walter (DePaul University)**

In November 2015, Chicago Collections launched its foundational digital project, EXPLORE Chicago Collections, a “one-stop shop” providing access to primary source materials (and expertise) to citizens, students, and scholars with an interest in primary source collections related to the City of Chicago and its people. EXPLORE Chicago Collections provides access to more than 100,000 digital images and more than 4,000 finding aids to archival collections held at Chicago Collections member institutions, including academic libraries, public libraries, museums, historical societies, and other cultural heritage institutions. The initial release of EXPLORE Chicago Collections is not only “foundational” in the sense that work continues on the development of the portal, but in the sense that shared access to primary source content and expertise provides the foundation for a swiftly-expanding array of service programs, including, to date, a cooperative reference service, public exhibitions, public lecture series, professional development opportunities for staff, and a research partnership with Chicago’s public radio affiliate. Chicago Collections members will discuss the design of this new approach to collaboration among cultural heritage institutions of all types across a metropolitan area and describe some of the programs and services currently under consideration for the next phase of its development.

**Tracy J. Seneca** is Digital Programs and Services Librarian at the University of Illinois at Chicago, and provided leadership for the EXPLORE Chicago Collections digital portal.

**Ellen Keith** is Director of Research and Access at the Chicago History Museum.

**Scott Walter** is University Librarian at DePaul University and Vice Chair of the Board of Directors of Chicago Collections.

## **Developing a Documentary on Immigrant Faith Cultures**

### **Alf Siewers and Sasha Weilbaker (Bucknell University)**

**Alfred Kentigern Siewers** is Associate Professor of English and Affiliate Faculty Member in Environmental Studies. He is on the Steering Committee for Environmental Studies and the Advisory Board for the Place Studies Initiative at Bucknell, and is a former award-winning urban affairs writer at the Chicago Sun-Times and Midwestern correspondent for The Christian Science Monitor.

**Sasha Weilbaker** is a sophomore at Bucknell University.



## Reading without Words: Analyzing Films through Colors and Images using Indexed Histograms

**John Hunter and Dale Hartman (Bucknell University)**

This poster displays the past development, present debates, and future possibilities of the Film Search Engine, a searchable database of feature films intended for the use of scholars and the general public. It began by developing a search feature that allows users to find any word or phrase from the closed caption files in the films in the database (sorted by user-chosen criteria). Recently, we have also developed a search feature that allows users to find still images using a color palette (rather than words) as the search criterion, thus allowing the analysis of films using purely a visual means. The poster also discusses the possibilities (and limitations) of histogram oriented gradient searches that would allow users to look for particular objects in the database. A demonstration of the engine will be available, and feedback from conference attendees is warmly solicited.

**John Hunter** is Associate Professor of Comparative Humanities at Bucknell University.

**Dale Hartman** is a junior majoring in Computer Science at Bucknell University.

Moderator:  
Kathleen McQuiston  
(Bucknell University)

## #s4a Collaborating, Publishing, and Community Participation

## The Archive as a Collaborative Research and Digital Publication Laboratory

**Neal Harmeyer, Tracy Grimm, and Lauren Haslem (Purdue University)**

Archivists from Purdue University Archives and Special Collections, embedded within honors courses, recently completed pilot phases of two projects aimed at online dissemination of student scholarly research. Project goals were to increase our own understanding of digital scholarship management, to provide students experience in the scholarly publication cycle, to strengthen our collaborative efforts with faculty, and finally, to enhance exposure of Archives and Special Collections as a center for student research and scholarship. Outcomes included many successes, some failures, and opportunities to refine the archives-led digital scholarship process. In this talk, we will discuss the investments necessary by the archivists, faculty, and student staff; share outcomes both positive and negative from the experience, including barriers discovered in the process; and provide our own rubric for bridging the divide between diverse partners within the academy—students, professional staff, and faculty—for successful integration of archival instruction and digital scholarship.

**Neal Harmeyer** is a digital archivist within Archives and Special Collections at Purdue University. Neal works collaboratively with faculty and staff within campus units and departments to generate course instruction material using archival materials. His primary interest is facilitating greater community understanding of archives and special collections and their potential research and educational values. Neal also coordinates digitization and manages departmental digital collections access systems, practices, rights, and assessment.

**Tracy Grimm** is the Barron Hilton Archivist for Flight and Space within Archives and Special Collections at Purdue University. The Barron Hilton Flight and Space Exploration Archives holds the personal papers of pioneering aviators, astronauts and engineers including Amelia Earhart and Neil Armstrong. In collaboration with Purdue faculty, Tracy co-develops and co-instructs courses that integrate primary source materials. She is also involved in mentoring, student publishing, and integrating students into the work of the archive.

**Lauren Haslem** is currently a graduate student assistant for the Psychoactive Substances Research Collection within Archives and Special Collections at Purdue University. She served as the content editor and primary student staff liaison between the Department of History and Archives and Special Collections during a recent digital scholarship pilot project. Lauren was responsible for reviewing, making recommendations for publication, editorial decisions and article submissions, as well as providing design and production development.

## Reading Moravian Lives: Overcoming Challenges in Transcribing and Digitizing Archival Memoirs

**Katherine Faull, Diane Jakacki, and Michael McGuire (Bucknell University)**

The Moravian Lives project aims to digitize, transcribe, and publish for analysis more than 60,000 manuscript and print memoirs, written by members of the Moravian Church between 1750-2012. These memoirs are housed in archives throughout the world, making it difficult for scholars to engage with them as an entire corpus. Furthermore, of the 18th century memoirs, over 90% are in manuscript form. As project collaborators establish the foundations of a massive digital archive that houses facsimiles of the memoirs, we wrestle with how best to publish the memoirs in machine-readable format: existing optical character recognition (OCR) software does not reliably manage 18th century German script; in addition, the volume of pages to be transcribed challenges traditional transcription capabilities. Research teams at Bucknell and the University of Gothenburg in Sweden are collaborating to develop a suite of tools that will support large-scale controlled crowdsourcing of transcription and exportation of text and data sets to support a wide range of research needs by scholars in fields ranging from autobiography to theology, religious history, social history, historical and computational linguistics, and gender studies. In this paper members of the Bucknell team, led by Katie Faull, will discuss the challenges we face as we establish best practice for developing an interactive platform for editing and accessing this critically significant collection.

**Katherine Faull**

**Diane Jakacki** is Digital Scholarship Coordinator at Bucknell University. Her areas of specialization include the ways in which pedagogy can be transformed by means of digital interventions, digital humanities praxis – particularly spatial analysis through text. She is an assistant director of the Digital Humanities Summer Institute, Program Chair for the DH 2017 international conference, Technical Editor for the Internet Shakespeare Editions, a member of the Executive Board of the Records of Early English Drama and the pedagogical advisory board for Map of Early Modern London project. She has published widely on digital humanities pedagogy as well as on the intersection of DH and early modern studies. Diane received her BA in English and History from Lafayette College, an MA in English from the University of Toronto, and a Ph.D. in English from the University of Waterloo, specializing in Early Modern Theatre and Multimedia Theory and Design.

**Michael McGuire** is a grad student in linguistics at Indiana University and is currently designing a corpus of Pennsylvania German as a dissertation project. He also works at Bucknell University in Digital Scholarship & Pedagogy as an assistant developing and editing web tools and other software for digital scholarship projects. Lately, his research has focused on computational linguistics and natural language processing but he remains very interested in other areas of linguistics and digital scholarship. Along with Olga Scrivner and others, Michael has also worked on and continues to help maintain the Flamenca Digital Scholarship Project. For more information, visit Michael's website: <http://cl.indiana.edu/~mpmcguir/>

Moderator:  
Cymone Fourshey  
(Bucknell University)

## #s4b Changing Perceptions of Digital Scholarship and Pedagogy

### The Problem of the Transnational in Digital Scholarship

**Emily McGinn (University of Georgia)**

My current research project looks at networks of transnational exchange in literary periodicals in the modernist era (1890-1930). Using data from the Modernist Journals Project as well as data from continental European and Latin American magazines, I am looking specifically for translators, those who are not necessarily reflected in the annals of literary history, but whose contributions made possible a global exchange of literature and theories of modernity. The project follows major periodical studies scholars like Suzanne Churchill and Adam McKible in identifying the collective elements of the production and dissemination of these magazines that includes the economic and distribution systems that help circulate these magazines beyond national borders and regional territories and that rely on the global marketplace for their cultivation.

Yet in exploring this network of contributors in a digital context, this project lays bare the complexities of working in digital sphere dominated by English. From formatting datasets in multiple languages, navigating international copyright laws, and gaining access to texts and databases, to finding tools that can properly handle accent marks and non-English grammars, the obstacles begin to overwhelm the possibilities of this work. While DH and web culture in general profess to increase accessibility and offer a new global interconnectivity, the same issues of canon formation, linguistic access, and international law that have already ossified the academy

are replicated in data structures. These structures are often invisible in the final product of DH work, assumed to be neutral elements of computing. This project will make these issues visible, exploring the limits and potentialities of multilingual, transnational DH work.

**Emily McGinn** is the digital humanities coordinator at the University of Georgia. She oversees the Willson Center Digital Humanities Lab in a role that includes project management and consultation for digital projects, outreach, and the development of DH curriculum. She holds a PhD in comparative literature, and her research is on the impact of technology on Latin American and Irish modernist literature.

## **Folie à plusieurs: Actual, Aspirational, and Abstracted Digital Scholarship**

### **Jacob Heil (Five Colleges of Ohio)**

For the last three years the libraries of the Ohio Five Colleges of Ohio have been collaborating under the auspices of a digital scholarship grant from the Mellon Foundation. At its core, the grant is designed to help faculty build digital pedagogical projects; to-date we have developed upwards of thirty such projects ranging from the launch of a student journal to the launch of a web-app. The guiding question of the grant has been: how do we leverage the resources of the consortium to accommodate large-scale digital scholarship? We have learned — or may be learning — that this is not a question of resource management, but rather one of building the culture out of which such projects might grow organically.

In this presentation I share some of Ohio Five's achievements in the first three years of the grant: roughly standardized project development workflows, consortial communication efforts, and the meaningful involvement of student specialists in a variety of ways. I hope that others might find these descriptions useful. Additionally, I hope to encourage conversation about digital scholarship that is necessarily un-centered — the five colleges are separated by 100 miles, end to end — but that nonetheless relies upon the kinds of collaboration that are orchestrated at the level of superstructure. Is the mere notion of “the Center” — the center as merely an abstraction — enough to overcome institutionalized borders that might be departmental, bureaucratic, and/or cultural?

**Jacob Heil** is the Mellon Digital Scholar for the Five Colleges of Ohio, a consortium that includes Denison University, Kenyon College, Oberlin College, and Ohio Wesleyan University. From a position in the libraries, Jacob works with faculty, technologists, librarians, and students to build digital pedagogical projects. His doctoral research was on Early Modern English drama and book history, the latter of which led him into a role as postdoc/project manager of the Early Modern OCR Project at Texas A&M University.

## **Reproducing and Disrupting Phallogocentrism in Computer Coding Languages**

### **Sandra Nelson (University of Pittsburgh)**

Stemming from the assumption that a computer program's entire meaning is its function, the coding language used to compose it typically regarded as axiomatic and arhetorical. This approach is potentially problematic because it fails to address the ideological elements that are implicitly conveyed and reproduced through these languages. In this paper, I identify the linguistic elements of coding languages and analyze them through the concept of phallogocentrism in order to argue that through both their social reception and their structure they reproduce Western patriarchal ideas. Then, drawing on feminist and queer theory, I propose various structural, formal, pedagogical, and hermeneutical methods of disrupting this process. By deconstructing the patriarchal aspects of code, I present one method for critiquing and expanding the borders that dictate access to creating, controlling, and communicating with digital technology and gesture toward the possibility of redistributing the power aligned with these abilities.

**Sandra Nelson** is a Ph.D. student and first year composition instructor in the English Department at the University of Pittsburgh. I specialize in the field of Rhetoric and Composition, and my research concentrates particularly on the intersection of communications rhetoric, software studies, and queer theory. My current project concerns the interplay between coding languages, interfaces, and digital rhetoric and how it facilitates the expression of and communication between intersectional queer identities in digital spaces.

Moderator:  
Karen Morin  
(Bucknell University)

## #s5a Negotiating Social Justice through Digital Engagement

### **‘It’s a Revolving Door’: Rethinking the Borders of Carceral Spaces**

**Vanessa Massaro (Bucknell University)**

This paper explores the use of digital scholarship to understand the porous boundaries of the prison. I argue that the boundaries of a carceral landscape must be expanded to include the neighborhoods of incarceration. The consequences of an ever expanding prison industrial complex, including its perpetuation of racism and the “warehousing” of a surplus population are not distributed evenly across people and places. Rather, the experience of the prison industrial complex is uneven, impacting some communities much more than others. Yet, little work on the human experience of incarceration has considered the carceral experiences of the places that supply prisoners in the US. Specifically, this paper shows how neighborhoods like Grays Ferry, where most of the population is poor, African-American and under correctional supervision, are part of carceral space. Grays Ferry is one of many neighborhoods where the places and practices of incarceration extend beyond the prison walls to affect everyday life. This paper builds on scholarship that exposes the expanding importance of the incarceration-business within a wider national and international context of militarization and prison-industrialization. My work builds upon this literature to show how incarceration works into the daily life and community spaces in inner city Philadelphia. In so doing, the paper draws on my ongoing use of digital scholarship tools to study the expansion of carceral spaces beyond bounded institutions and demonstrates how these spaces materialize through daily practice within the communities most affected by the criminalization and policing of the informal economy.

**Dr. Massaro** holds a PhD in Geography and Women’s Studies from the Pennsylvania State University. She is currently a Visiting Assistant Professor of Geography at Bucknell University. Her research focuses on the way spatially-segregated racial minorities, particularly African Americans, navigate the intersection of racism with broader forces of economic injustice brought by the globalization of the capitalist economy. Her dissertation work examined the materialization of the global drug trade as local practice through attention to the daily experiences of the links binding informal to formal economies, illegal to legal activities, and the local to the global in the drug trade. Her current work traces the household costs and networks of care that stem from the illegal economy across the neighborhood/prison divide.

### **Seeking Social Justice in the Digital Age: A Praxis-Oriented Approach to Community-Based Learning and Offender Reentry**

**Stephen Barnard (St. Lawrence University)**

This presentation explores the pedagogy and praxis of a digital, sociological approach to community-based learning (CBL). Through a close examination of experiences planning and teaching a course tailored to fit the needs of a county jail, I demonstrate a model for teaching CBL that serves the community as well as the students. After reviewing the process of conducting a needs-assessment and designing programming appropriate for the cooperating institution, I discuss strategies for crafting appropriate course curricula. The combination of individual (reflective blogging and experiential research) and collaborative assignments (community improvement project, group discussion facilitations, and presentations) provides a diverse yet sequenced set of assessments, which approach community engagement from a variety of angles. The success of this CBL approach is shown through examples from students’ reflective blog posts as well as feedback from members of the cooperating institution.

**Stephen Barnard** is an Assistant Professor of Sociology at St. Lawrence University. His research interests focus on the sociology of new media, culture, and communication. His teaching incorporates a variety of digital and hybrid approaches to facilitate learning with and about technology. His scholarship has appeared in *Journalism: Theory, Practice and Criticism*, *Cultural Studies* <=> *Critical Methodologies*, *Contexts*, and *Hybrid Pedagogy*, as well as in several edited volumes. He tweets at @socsavvy.

Moderator:  
Andrew Stuhl  
(Bucknell University)

## #s5b Exploring Community through Digital Scholarship

### Digital Storytelling as a Tool to Preserve the History of the Williamsport Black Community

**Amy Rogers and Lynn Estomin (Lycoming College)**

During the spring 2016 semester, two professors from diverse educational backgrounds, a group of freshmen from all over the United States, and 15 African American community members from Williamsport, Pennsylvania, came together to create a digital archive of stories documenting the history of the Black community of Lycoming County.

Digital storytelling is a specific process combining storytelling with modern-day technology and digital media based on participants' own experiences and told through their own perspectives. Participants' voices are recorded and integrated with photographs, letters, home videos, etc. The stories focus on the point of view/voice of the storyteller and value the power of story as a tool for self-discovery and reflection, community building and education, organizing and advocacy.

Through this interactive presentation, we will demonstrate how we used digital storytelling to increase knowledge and understanding of this mainly undocumented community history. The presenters will share the process used in this collaborative project. We will talk about some of the challenges presented by the project, as well as the successful outcome — the creation of digitalized stories of the life stories of members of the diverse African American community. The final stories were presented at a public screening and will be available to the public through the Lycoming County Historical Society, the Lycoming County Women's History Collection and the Heart of Williamsport Project.

The presenters will discuss the value of a first year seminar that connects students from Lycoming College to the local community. The relationships formed between the Lycoming College students and their community members were lifelong partnerships, as shared by a student and her community partner who will share their story as part of our presentation. The first year seminar course had three main parts — creation of the student's own digital stories, learning about the history of Lycoming County and its African American community, and the collaborative effort by students and community member teams to create a series of historical stories about the local Black community. Community members shared photographs, correspondence, diaries, scrapbooks, newspaper stories, and in some instances, rare secondary sources and students created 3-5 minute digital stories about some aspect of their partners' lives and community.

**Lynn Estomin**, Professor of Art and Women's and Gender Studies at Lycoming College, teaches graphic design, digital imaging, web design, and interactive media. Estomin is a videographer, photographer and interactive media artist who creates art that speaks to social issues. Her award-winning video documentaries have been broadcast internationally and nationally on PBS and exhibited internationally at film festivals, including Ajijic Festival Internacional de Cine Mexico, St. John's International Women's Film Festival in Canada, Barcelona Human Rights Film Festival, and American Film Institute (AFI) National Video Festival. Her still photography and digital images have been exhibited nationally solo and group exhibitions. Her Interactive art has won awards from The Webby Awards, Adobe Corporation, Canadian Web Awards, SXSW Interactive Festival and Golden Web Awards. Her work is part of numerous public and private collections. Estomin has received grants and fellowships from the Ohio Arts Council, Pennsylvania Council on the Arts, Art Matters Inc., Cincinnati Commission on the Arts, Kodak Corporation, Ilford Corporation, Sony Corporation, SIGGRAPH, the Luce Foundation and Women's Film Project.

**Amy Rogers**, a professor in the Education Department, has been teaching at Lycoming College since 2007. She earned her B.A. at Lycoming College, received her M.A. from Bloomsburg University, and earned her Ph.D. at Pennsylvania State University. Rogers studied the effects of local history in relation to a student's level of civic mindedness and civic engagement. Her research areas include teacher leadership, pre-service teacher education, civic education, civic engagement, and place based education. Responsible for the Secondary Teacher Education Program and Teacher Certification Program, Rogers teaches courses and is an advisor to education students seeking middle and/or secondary certification, and teaches courses on digital storytelling and English Language Learning. She serves on the board of directors to the Pennsylvania Association of College and Teacher Educators (PAC-TE) and the East Lycoming School District.



## Digitizing Appalachia: Collaborating with Local Institutions and Harnessing Omeka to Capture Southern Appalachia's Cultural Heritage

**Pamela Mitchem and Dea Rice (Appalachian State University)**

Appalachian State University is a regional comprehensive university serving over 17,000 students and employing close to 900 faculty. The Carol Grotnes Belk Library and Information Commons endeavors to cultivate an environment where people discover, create and share information that reflects the acquisition of 21st century knowledge and skills. We are active partners in advancing the University's principles of sustainability, social justice, inclusion, and global citizenship. The library's newly developed Digital Scholarship and Initiatives (DSI) team began serving the university on July 1, 2015. Our team is dedicated to fostering the creation, dissemination, and preservation of digital scholarship and digital objects.

One of our main initiatives is creating sustainable partnerships with local cultural heritage organizations to build digital collections related to the culture and history of southern Appalachia. Using Omeka, an open source content management software, we are helping our historical societies, museums, local libraries, and school alumni associations to create digital collections of their historical materials. We use Omeka content management software for Appalachian's Special Collections materials as well. We also helped create the Digital Library of Southern Appalachia Web Portal to promote these collections. Some of our projects include:

**Blowing Rock History Project**—A collaborative project with Blowing Rock Historical Society and Blowing Rock Art & History Museum. DSI provided consultation and training on Omeka software and will be writing a collaborative grant to digitize Blowing Rock related materials.

**Digital History Class**—DSI worked with the history department to provide training to students on Omeka for their Digital History class. These students then created Omeka collections for three local cultural organizations. One of those organizations was Lincoln Heights Recreation Committee. Lincoln Heights is a large Rosenwald school for African Americans in Wilkesboro, NC. Open from 1924-68, Lincoln Heights educated and employed black southerners through the Jim Crow Era and the height of the 20th-century Civil Rights Movement.

**Digital Watauga Project**—We are collaborating to provide Omeka training and digitization support to the Digital Watauga project, which is funded by Library Services and Technology ACT (LSTA) to digitize historical documents and images donated by community members.

This presentation will present a case study of our collaborations and use of Omeka. We will discuss strategies for partnerships, the challenges and rewards to cultivating these important relationships, and lessons learned in the process. We will also discuss our training module for Omeka.

**Pam Mitchem** has been a professional archivist for 18 years, working in digitization and digital curation since 2000. She held positions as Preservation and Digital Projects Archivist, Interim University Archivist, and Special Assistant to the Dean of Libraries for Digital Initiatives. Mitchem earned an M.A. in Appalachian studies from Appalachian State University and an Ed.S. in leadership and higher education, also from Appalachian. She is a certified archivist (CA) with the Academy of Certified Archivists and is a Society of American Archivists certified digital archives specialist (DAS). She is at work on her post-masters certificate in data curation at UNC-Chapel Hill and now serves as the Coordinator of Digital Scholarship and Initiatives services at the Appalachian State University Libraries.

**Dea Rice** is the Digital Projects Librarian at Appalachian State University and has also served as Metadata Librarian and Catalog Librarian. She received her M.S. in Information Sciences from the University of Tennessee, Knoxville. Her research interests include social media, socially responsible subject analysis and cataloging, and the intersection of gender and technology. She is currently working on a post-graduate certificate in Data Curation from the University of North Carolina at Chapel Hill.

## The Anthracite Coal Region of Northeastern Pennsylvania: Using Facebook to Document a Community

**Jennie Levine Knies (Penn State Wilkes-Barre) and Melissa R. Meade (Temple University)**

In 2013, Temple University PhD candidate Melissa R. Meade started a Facebook page for the Anthracite Coal Region of Northeastern Pennsylvania, to share and curate material relevant to her community-based ethnographic dissertation project. The page has evolved into a place in which community members meet and gather digitally to reflect upon history, memories, culture, and media of the greater Anthracite Region. While Facebook practically serves as an excellent platform for communication, it is not symbiotic for necessary cataloging, searching, and archiving of information. The Anthracite Coal Region of Northeastern Pennsylvania is a work in progress with endless possibilities. For this talk, we intend to focus on a description of the Facebook page and community, and discuss our attempts to extract data, our ideas of how we might use that data to further scholarship and understanding of the history of the region, and discuss challenges in bridging these divides.

**Jennie Levine Knies** is the Head Librarian at Penn State, Wilkes-Barre. Prior, she was Manager of Digital Programs and Initiatives at the University of Maryland, College Park, where she supervised the digital repositories and was a principle investigator for Maryland's National Digital Newspaper Program grant. She received her MLS from the University of Maryland, with a concentration in archives. She has written papers discussing collaboration with faculty, and has participated in numerous Digital Humanities projects.

**Melissa R. Meade's** ethnographic fieldwork in the Anthracite Coal Region of Northeastern Pennsylvania focuses on the lived experiences of economic and social change, including deindustrialization. She is a Ph.D. candidate at Temple University in Media and Communication and holds a Master's degree in Intercultural Communication from the University of Pennsylvania. Her article "In the Shadow of the Coal Breaker: Cultural Extraction and Digital Dialogical Communication in the Anthracite Coal Mining Region" (in press) appears in a forthcoming issue of Cultural Studies.

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