



NATIONAL ENDOWMENT FOR THE HUMANITIES

OFFICE OF **DIGITAL HUMANITIES**

Narrative Section of a Successful Application

The attached document contains the grant narrative and selected portions of a previously funded grant application. It is not intended to serve as a model, but to give you a sense of how a successful application may be crafted. Every successful application is different, and each applicant is urged to prepare a proposal that reflects its unique project and aspirations. Program guidelines also change and the samples may not match exactly what is now required. Please use the current Notice of Funding Opportunity instructions to prepare your application.

Prospective applicants to the Institutes for Advanced Topics in the Digital Humanities program should consult the current Notice of Funding Opportunity at <https://www.neh.gov/grants/odh/institutes-advanced-topics-in-the-digital-humanities> for instructions.

Applicants are also strongly encouraged to consult with the NEH Office of Digital Humanities staff well before a grant deadline.

Note: The attachment only contains the grant narrative and selected portions, not the entire funded application. In addition, certain portions may have been redacted to protect the privacy interests of an individual and/or to protect confidential commercial and financial information and/or to protect copyrighted materials.

Project Title: *Digital Methods for Military History*

Institution: George Mason University

Project Director: Abigail Mullen

Grant Program: Institutes for Advanced Topics in the Digital Humanities

Digital Methods for Military History: An Institute for Advanced Topics in the Digital Humanities

Proposal submitted by the Roy Rosenzweig Center for History and New Media

List of Participants

- Abigail Mullen (project director), George Mason University
- Christopher Hamner (instructor), George Mason University
- Jean Bauer (instructor), independent contractor
- Jason Hepler (instructor), University of Nebraska-Omaha
- Jeffrey W. McClurken (advisory board), University of Mary Washington
- Kurt Hackemer (advisory board), University of South Dakota

Narrative

Overview

As digital humanities becomes more commonly accepted in the historical profession, some subfields' scholars have been slow to adopt its methods. In particular, the field of military history, which is in some ways ideal for digital methods because of the depth of data available, has seen few innovative digital projects since the very beginnings of digital history with the Valley of the Shadow. Structural and ideological barriers to digital work exist for many military historians, but lack of knowledge and training also play a part in military historians' slow adoption of digital tools. To discuss how to overcome those structural barriers, and to provide training in digital tools best suited to the analysis of military history, the Roy Rosenzweig Center for History and New Media requests \$126,947 to fund a two-week Institute for Advanced Topics in the Digital Humanities. This institute, in connection with the NEH's Standing Together initiative, will specifically focus on the opportunities and needs of military history, and as such, we will solicit participants who identify as military historians. During the two weeks of the institute, we will

- Investigate how digital history has been able to widen the scope of historical inquiry, and how military history has benefited from this wider scope;
- Teach participants how to create and customize humanities data sets from the vast amount of data that exists on military history;
- Teach participants then how to ask questions of the data sets they have created and how to find the answers using digital tools;
- Teach participants about two particular digital methods—visualizations and mapping—that we believe fit well into the military history framework; and
- Train participants in how to manage a digital project from start to finish, including instruction on how to find funding, how to allot personnel resources; and how (and when) to publish their work on the Internet.

This institute is the intellectual child of a less-intense digital humanities training workshop for military historians at Northeastern University in 2014, also funded by the National Endowment for the Humanities. Work begun in that two-day workshop has made its way into monographs, digital exhibits, and other scholarship, and we anticipate even better results from this institute, which will provide a much deeper dive into the topics. This institute also follows in the intellectual footsteps of several previous NEH-funded Institutes run by RRCHNM. We will be following the model of the Doing DH Institutes, including both theoretical and methodological readings as a precursor to hands-on work with the technologies.

Significance

Military history is a robust subfield of history, with a diverse group of scholars, researchers, and practitioners producing work and a large, enthusiastic public audience. Indeed, many of the best-known public history installations (in the United States and around the world) revolve around military events and themes. Professional military historians have gradually shifted away from focusing exclusively on traditional operational history, and the result has been work that examines the intersection of war and society in more nuanced and more revealing ways.

Over the past two decades, social and political historians have begun to broaden their methods to use digital tools and methods in their research and analysis. Data sets as large as millions of newspaper pages have become productive sites of inquiry about culture and society writ large (see, for instance, the Viral Texts project, <http://www.viraltxts.org>). Network analysis and large-

scale textual analysis help scholars investigate these large data sets. Digital maps have illuminated new and innovative spaces for investigation. The University of Nebraska's work on railroads in the United States, which utilizes digital maps and visualizations (<http://railroads.unl.edu/>), has allowed historians to argue against traditional interpretations about society, economics, and even politics in the antebellum United States. Historians have even created their own large data sets, which they have made available for others to use as well (for instance, the *Early American Foreign Service Database*, <http://www.eafsd.org/>). These projects have produced groundbreaking scholarship that is published not only online but also in traditional print media such as journal articles and monographs.

The Valley of the Shadow, widely considered to be one of the first digital history projects on the web, used digital methods to present Civil War history in a unique and compelling way. Since that time, the Civil War has been the subject of several digital projects related to military history. But given the richness of data and digitized texts about war, the number of digital projects about other conflicts is surprisingly small.

Military history is an unusual subfield of history in that many of its practitioners work for (or have worked for) the organizations about which they study. There are of course many professors who teach and study military history without the slightest personal connection to the military. But many military history practitioners either came to military history as a result of serving in the military, or work for some branch of the government as historians. This background may provide some insight into why military historians have been slow to adopt digital tools.

Many military historians, particularly those with a background in military service themselves, find the open and DIY ethos of digital humanities jarring. Digital military history projects do exist, but many of the large ones exist only behind significant paywalls and rely on proprietary technology—for example, West Point's excellent digital textbook of military history (<http://www.westpointhistoryofwarfare.com/>), which is replete with visualizations, interactive maps, and even 3D imaging. This textbook was a collaboration between West Point and a technology company, including graphic designers and technologists. This kind of proprietary collaboration is common in the government sector, but it is far outside the scope of how most digital history practitioners work. Furthermore, concerns about security and sustainability drive many historians who work for government agencies to use only highly locked-down proprietary software. This preference for proprietary software exists in opposition to the general ethos of most digital humanities work. Even for military historians who are willing to try open software, structural barriers may bar their use. Many government agencies do not support downloads of software, creation of websites on official servers, or use of web digital tools such as Omeka.

The solutions to these problems can be highly idiosyncratic to the institution, but there are some principles and tools that would allow military historians to do good digital history without raising red flags at their home institutions. However, many military historians either are not aware of these tools or they have never received any training in how to use them. Bringing military historians into the digital humanities movement, then, requires more than just training. It also requires interrogation of the tools of digital humanities, including considering how these tools have been created and their potential for use and abuse.

Despite skepticism about the DH community, military historians still recognize that digital tools could help them. To introduce digital tools and consider the justification for using them, the Roy Rosenzweig Center for History and New Media proposes a two-week Institute for Advanced Topics in the Digital Humanities. This institute, in connection with the NEH's Standing Together initiative, will specifically focus on the opportunities and needs of military history. This institute is the intellectual child of a less-intense digital humanities training workshop for military historians at

Northeastern University in 2014, also funded by the National Endowment for the Humanities. Work begun in that two-day workshop has made its way into monographs, digital exhibits, and other scholarship, and we anticipate even better results from this institute, which will provide a much deeper dive into the topics. This institute also follows in the intellectual footsteps of several previous NEH-funded Institutes run by RRCHNM. We will be following the model of the Doing DH Institutes, including both theoretical and methodological readings as a precursor to hands-on work with the technologies.

In some ways this institute is a follow-up to the Northeastern University workshop, though we do not expect participants in that workshop to necessarily attend this institute. We saw the need for a follow-up to the workshop in several ways, for instance in the numbers of interested parties for the Northeastern workshop, where we received 69 applicants for 35 spaces. The participants in that workshop also came out with a sense that the two days of the workshop were not enough to give them a grasp on the technologies or the theory behind their use. For instance, one wrote in the post-workshop survey, “I would devote more time to the nuances of digital mapping, perhaps with sessions devoted to specific things that one could do with mapping.” Several also indicated in that survey that a more in-depth multi-week program would be beneficial for them. This institute is filling the need that those participants saw from that workshop.

Institutional profile

Since 1994, the Roy Rosenzweig Center for History and New Media (RRCHNM) has used digital media and computer technology to democratize history—to incorporate multiple voices, reach diverse audiences, and encourage popular participation in presenting and preserving the past. Our team includes scholars, researchers, developers, programmers, designers, project managers, educators, multimedia producers, and graduate and undergraduate students. RRCHNM has developed more than sixty projects, including award-winning online resources for teachers; online collections, exhibits and collecting sites; open-source software; and forums to develop knowledge and build community among those in the humanities working with digital technology. In 2017, our projects attracted over 37 million visits and nearly 20 million unique visitors, and over a million people relied on our digital tools to teach, learn, and conduct research. Support for this work has come from the National Endowment for the Humanities, National Council on Public History, National Science Foundation, U.S. Department of Education, Library of Congress, Institute of Museum and Library Services, American Council of Learned Societies, and the Mellon, Sloan, Getty, Hewlett, Rockefeller, Gould, Delmas, and Kellogg foundations. RRCHNM projects have won multiple awards from the American Historical Association, the National Council for Public History, and the American Association of State and Local History, as well as a Mellon Award for Technology Collaboration and *PC Magazine* awards for “Best Free Software.”

George Mason University’s Arlington campus offers many amenities to accommodate participants during the institute. For the two weeks participants will work in an active learning classroom that is steps away from a Metro stop and the Arlington neighborhoods of Clarendon and Ballston. When not in the classroom, participants will stay at a hotel in Arlington near restaurants, retail and grocery stores with access to public transportation connecting them to the greater metro Washington, D.C. area. Participants will have access to all facilities on the GMU Arlington campus during their stay.

Curriculum and work plan

Through a combination of reading discussions and hands-on work, institute participants will become fluent in how to interpret arguments made with digital methods, as well as how to create their own arguments using digital methods. We do not think that a rapid-fire introduction to as many tools as possible is the most effective way to encourage scholars to really engage with digital methods. Rather, as Ryan Cordell suggests, we plan to start small, by focusing on a few technologies that we believe will have the most relevance for our participants.¹ To that end, the institute will have three major components.

The first component of this institute will be instruction on the creation of datasets. One of the barriers to getting started in digital history is proper data. Military history sources are full of potential datasets, but historians often lack the skills to extract and properly form those datasets. Participants will bring digitized materials to the institute, which they will form (or begin to form) into coherent data structures during the course of the institute. Our instructors will teach participants how to properly structure data for use in both visualizations and mapping with a variety of applications, specifically the programming language R and GIS applications.

The second component of the institute will be visualizations. Participants will learn about how to read and interpret visualizations, and then they will learn about how to create their own visualizations. Using sample data, they will learn the rudiments of data transformation, which they will then be able to use with their own data.

The third component of the institute will be mapping. Military historians immediately grasp the importance of considering space and place in historical inquiry, but creating their own maps has been more of a challenge. Readings about the principles of design and data manipulation for mapping will complement hands-on sessions on working with historical maps as well as creating data-driven maps.

Schedule

Before participants arrive at the institute, tentatively scheduled for July 20-31, 2020, they will be able to access a full schedule for the two weeks on our Institute website. Participants will be setting up their own websites for dissemination of their own work, but course content will be aggregated on the Institute website. Participants will be able to access information about institute content as well as travel and lodging details from this site.

During the two weeks of in-person instruction, we will be approaching each of our three topics through several channels. For each major topic, we will have group discussions of theoretical and methodological readings; instruction from experts in the technologies; and lab components where participants are able to apply the instruction to their own data (see Appendix A for a detailed schedule). We will also have a few sessions about related topics, such as professional presence on the web and project management, at the beginning and end of the session.

The institute will begin with a discussion of how military history can benefit from digital methods. We will discuss pieces from *Debates in the Digital Humanities* about discipline-specific uses of digital tools, as well as Cohen and Rosenzweig's *Digital History*. We are assuming our participants know little about digital history as a field, so these readings will provide methodological grounding for the rest of our time together. We will also investigate and evaluate existing digital projects on military history. On the first day, we will also get every participant set up with their own domain and WordPress installation so that they can begin to create a professional presence for themselves.

¹ Ryan Cordell, "How Not to Teach Digital Humanities," in *Debates in the Digital Humanities 2016*, ed. Matthew K. Gold and Lauren F. Klein (University of Minnesota Press, 2016), 466, <https://www.jstor.org/stable/10.5749/j.ctt1cn6thb.39>.

Since it is impossible to build digital projects without data, our first major topic will be data collection and creation of data sets. We will discuss what data is and how we find data and data sets that already exist. We will discuss how analog things become digital and then discuss the practices of data curation using Flanders and Muñoz, “An Introduction to Humanities Data Curation.” With these introductory ideas in place, instructor Jean Bauer will teach participants about cleaning data and about constructing their own datasets. Each of these topics will have discussion, instruction, and a lab component where participants work to prepare their own data for analysis.

On Thursday morning, the participants will give detailed presentations about their projects and the data they have to work with. This session will lead into discussion time where participants workshop their ideas with each other and find groups who may be able to work together to focus on common methodological interests. We have deliberately waited until after our discussion of how data works to do detailed project introductions because we believe project trajectories may shift as the affordances of the available data become evident.

Our next major topic is visualizations. Because visualizations are only useful when they can be correctly interpreted, we will spend an afternoon learning how to read and interpret visualizations, using readings including Alberto Cairo, *The Functional Art* and *The Truthful Art*, Stephanie Evergreen, *Effective Data Visualization*, and Kieran Healy, *Data Visualization*. With the theoretical underpinnings in place, we will turn to the technical aspects of creating visualizations. Instructor Jason Heppler will introduce the programming language R, a widely used language for creating visualizations. Learning R may be challenging for the participants, so we will spend a full day on instruction, workshopping, and lab work. At the end of the day, participants will be asked to use R to make basic visualizations of their own data over the weekend. At the beginning of week 2, Heppler will also teach about specific types of visualizations such as timelines and network visualizations for which R may not be the right choice. We will also spend the afternoon of our second Monday troubleshooting and evaluating the progress that participants have made.

Tuesday begins our third major topic: mapping. Our theoretical readings will focus on the historical uses of maps and the considerations of space as a method of analysis. Our primary historiographical/theoretical texts will be Susan Schulten’s *Mapping the Nation; How to Lie with Maps* by Mark Monmonier; and several texts by David Bodenhamer. We will first consider how historical maps can provide valuable context for digital projects and how we can find historical maps that are suitable for use in digital projects. In the afternoon, instructor Abigail Mullen will teach about how to georeference and serve historical maps as layers. From historical maps, we will turn to creating our own maps from historical data. For this, we will return to the R programming language. We will spend all of Wednesday learning how to use R to create various forms of data maps.

Thursday and Friday will bring us to more macro discussions of how to disseminate digital work. The sessions on Thursday morning will focus on how to publish digital work to the web. Depending on participants, we may use this session to brainstorm how to overcome some of the structural barriers to digital work in the civil sphere. On Thursday afternoon, we will discuss project management and grant-writing, in order to encourage our participants to follow through with the work they began during the institute. Friday morning will be our time for evaluation of the institute and participant work, as well as any remaining topics for follow-up. The institute will end at noon on Friday.

Participants

We plan to invite up to 20 scholars to participate in the institute. These participants will be selected from the response to a call for participants, which we will publicize through military history and digital history channels such as HASTAC, DHNow, H-Net, Twitter, and personal connections to

military history organizations, as well as posting on our institutional blog at RRCHNM. To determine which participants are selected, the call for participants will ask applicants to write a page or two in which they identify a particular research question or project they would like to work on during the institute and how their work would benefit from digital methods. Because the focus of our analytical work will be visualizations and maps, we will select those applicants whose work can most benefit from these methods. Participants will be selected by the director of the institute in conjunction with the instructors and advisors. The advisory board will also be invited to participate in the institute as they are interested.

We will prioritize a few categories of participants. Military historians occupy both academic and non-academic spaces, but non-academic historians have less infrastructure available to guide them in learning digital methods. Therefore, we will prioritize scholars who have less infrastructure available to them (e.g., scholars who do not work at an institution with a digital lab or center). We hope that providing full funding to all participants will allow historians who work in non-academic settings to attend. Furthermore, we will make conscious decisions to include women and minority scholars, who have often been excluded from military history conversations.

Impact and evaluation

Participants will leave the institute with a substantive public record of the work they accomplished during the summer institute. Each participant will receive one year of hosting and a unique web domain, which will serve as the space for installing their own blog during the institute, and where they can experiment with different open-source software. We will ask participants to use the blog to journal their experiences as they work through the challenges and rewards of learning new skills and methods. Blogs will also provide a space for participants to contemplate how their understanding of content and their own historical practices are being challenged and transformed by the new approaches they encounter during the two-week institute.

In addition to creating an online space for future work, each participant will create a dataset or clean an existing one, such that they can use it in subsequent projects. Though they may not complete the process of data entry during the two weeks they are at the institute, they will have the data structures in place to continue their work after they leave. They can then use the tools they learned about visualization and mapping on their own data. They will also learn how to make their data accessible for others to use, if they choose to do so, through standard data structures and open data dissemination practices.

To encourage continued progress on the digital projects started at the institute, we will be encouraging participants to work toward submission of a paper to *Current Research in Digital History*, a peer-reviewed conference and online publication by the Roy Rosenzweig Center for History and New Media. The organizers of that conference have offered to focus 2021's theme on military history, providing extra incentive for our participants to submit papers. This journal is specifically designed to feature works in progress, offering an ideal setting for our participants to showcase the progress they have made since the end of the institute.

Staff, faculty, and consultants

Teaching Faculty

Jean Bauer (instructor): Jean Bauer builds and reveals data structures drawing on her background in database development, photography, and early American history. A data designer and full-stack python developer, Bauer works as a freelance consultant, helping individual clients find meaningful answers in messy data as well as organizations that seek to generate knowledge through providing

better access to data and resources. From 2014-2019 Bauer managed the Center for Digital Humanities at Princeton, first as Associate Director and later as the inaugural Research Director. Prior to working at Princeton she was the Digital Humanities Librarian at Brown University from 2011-2014. Bauer is a graduate of the University of Chicago (A.B.) and the University of Virginia (M.A. and PhD), where she developed and built The Early American Foreign Service Database (www.eafsd.org), which she used to do analysis for her dissertation "Republicans of Letters: The Early American Foreign Service as Information Network, 1775-1825." She blogs and tweets at <http://packets.jeanbauer.com> and @jean_bauer, respectively. Bauer was also one of the instructors at the 2014 Northeastern University workshop. She will be teaching about data creation and cleaning at this institute.

Christopher Hamner (instructor): Christopher Hamner is an Associate Professor of History at George Mason University who specializes in American military history. An honors graduate of Dartmouth College, he earned his PhD at the University of North Carolina. His first book, *Enduring Battle: American Soldiers in Three Wars, 1776-1945*, examines the changing experience of ground combat from the War for Independence to the Civil War to the Second World War, focusing on ways that individual soldiers' motivations to withstand the trauma of combat evolved as technological advances recast the battlefield. Hamner serves as concentration head for the interdisciplinary MA program War and the Military in Society, a graduate program that approaches questions related to peace, war, and security from a variety of disciplinary perspectives. From 2014 to 2016 he served as a Visiting Professor at the U.S. Army War College in Carlisle, Pennsylvania. Hamner received George Mason's Teaching Excellence Award in 2013.

In addition, Hamner serves as Editor-in-Chief of the Papers of the War Department 1784-1800, an innovative online archive that recreates the files of the original War Office, destroyed by fire in autumn 1800. Mason's Center for History and New Media has hosted the site, which features a growing index and high-resolution images of more than 45,000 documents from early American history, since 2006. He has served as Lead Historian for a half-dozen Teaching American History grants and currently serves as historian for the World War I Centennial Commission's teacher workshop and the American Battle Monument Commission's "Understanding Sacrifice" program. He will be instructing about digital history and about project management for this institute.

Jason Heppler (instructor): Dr. Jason A. Heppler is the Digital Engagement Librarian and Assistant Professor of History (by courtesy) at the University of Nebraska at Omaha and a Researcher with Stanford University's Humanities + Design. He is a historian of the 20th century North American West, with particular interests in politics, cities, and environmental history. His first book, *Suburban by Nature: Silicon Valley and the Transformation of American Environmental Politics*, explores the postwar growth of Silicon Valley and the ways that urban growth not only led to ecological disaster but introduced social inequality. While Silicon Valley's high-tech companies were imagined as a clean and green alternative to industrialization, the growth, manufacturing, and economic activity introduced challenges to the region's wildlife and its residents. Prior to joining UNO, Heppler led digital history initiatives at Stanford University. Heppler will be teaching about visualizations at this institute.

Abigail Mullen (principal investigator and project director): Abigail Mullen is a research assistant professor at the Roy Rosenzweig Center for History and New Media at George Mason University. She is co-PI and project manager for Tropy, software to help researchers organize and describe their research photos. She is also project manager for an NEH-funded mapping project, All the Appalachian Trails, which will be an interactive interpretive mapping project about the many

routes of the Appalachian Trail over its hundred-year history. She also teaches The Digital Past, a course which brings together historical methods and digital technology. She received her PhD from Northeastern University in 2017; her dissertation was entitled “Good Neighbourhood with All: Conflict and Cooperation in the First Barbary War, 1801-1805.” She was the grant writer and project director for the NEH-funded Digital Methods for Military History workshop at Northeastern University in October 2014. Mullen will be teaching about mapping at this institute as well as directing it.

Graduate research assistants: Two graduate research assistants will assist as organizers and tutorial instructors for the institute. They will be hired based on who is available in summer 2020.

Advisors:

Kurt Hackemer: Kurt Hackemer has been at the University of South Dakota for the last 23 years, where he is Professor of History and Provost and Vice President for Academic Affairs. He came to USD from Texas A&M University, where he did his graduate work, and publishes on both naval and military topics. Prior to becoming Provost and Vice President for Academic Affairs, he served USD as an associate dean, associate provost, and, most recently, as chair of the Department of History. His current research, which is on hiatus at the moment, is a pair of complementary projects focused on Dakota Territory. The first project explores the territory’s Civil War experience from a War & Society perspective, and the second, which has been informed by his exposure to digital humanities techniques, examines the world of Civil War veterans who moved to the frontier. Hackemer has also been an active member of the Society for Military History, serving as the Society’s web master since 1998 and as its newsletter editor since 2000. As a result of these positions, he has been an active participant in the Society’s governance structure and regularly coordinates with the Society’s members around the world.

Jeffrey W. McClurken: Jeffrey W. McClurken is Professor of History and American Studies and Chief of Staff to the President at the University of Mary Washington. He also oversees the Office of Events and the Department of Information Technologies. He previously served as Department Chair of History and American Studies and as the Special Assistant to the Provost for Teaching, Technology, and Innovation where oversaw the Division of Teaching and Learning Technologies and the Digital Knowledge Center. His PhD in American History is from Johns Hopkins University. Dr. McClurken’s research areas include the history of the Civil War, veterans, families, the Pinkertons, mental institutions, the 19th-Century American South, and the digital humanities. His book, *Take Care of the Living: Reconstructing the Confederate Veteran Family in Virginia*, was published by the University of Virginia Press in 2009. The Princeton Review named him one of The Best 300 Professors in 2012 and his lectures and classes have been featured on C-SPAN and NPR’s *With Good Reason*. He was the 2014 Teaching with Technology winner of the Virginia State Council of Higher Education’s Outstanding Faculty Award. Dr. McClurken has written essays for the Chronicle of Higher Education’s ProfHacker column and the US Department of Education-funded TeachingHistory.org site, and has published articles related to teaching with technology in *Hack the Academy*, *A Different Kind of Web*, *Learning through Digital Media*, and the *Journal of the Association of History and Computing*. He regularly runs workshops on teaching with technology for faculty at other institutions and at national and regional conferences. Dr. McClurken is co-Principal Investigator (with Dr. Ellen Holmes Pearson) on the Mellon Foundation grant, *Digital Liberal Arts at a Distance: COPLACDigital*. He sits on the review board for the *Journal of Interactive Technology and Pedagogy* and is the *Digital History Reviews* editor for the *Journal of*

American History, the flagship journal in the field. He co-chairs the inaugural Digital History Working group for the American Historical Association. His work and teaching can be found at mclurken.org.

Appendix A: Detailed Institute Schedule

Week 1

Monday

Readings:

- Cohen, Daniel J., and Roy Rosenzweig. *Digital History: A Guide to Gathering, Preserving, and Presenting the Past on the Web*. Philadelphia: University of Pennsylvania Press, 2005.
- Gold, Matthew K., and Lauren F. Klein, eds. *Debates in the Digital Humanities 2016*. Minneapolis: University of Minnesota Press, 2016.
- Projects:
 - The Valley of the Shadow
 - Visualizing Emancipation
 - Geography of the Post
 - Other projects depending on subject interest of participants

Morning: Introduction to digital history and special affordances for military history (Christopher Hamner, Abigail Mullen)

Afternoon: Setting up an online presence for hosting digital projects (Abigail Mullen)

Getting a domain through Reclaim Hosting

Installing WordPress and Omeka

Tuesday

Readings:

- Julia Flanders and Trevor Muñoz, “An Introduction to Humanities Data Curation” (<https://guide.dhcurator.org/contents/intro/>)
- Ridge, Mia, “Mia Ridge explores the shape of Cooper-Hewitt collections” (<https://labs.cooperhewitt.org/2012/exploring-shape-collections-draft/>)

Morning: Finding sources online + how do analog things become digital (Mullen)

Afternoon: Cleaning up data to make it usable (Jean Bauer)

Wednesday

Readings:

Morning: Constructing a dataset (Bauer)

Afternoon: Cleaning and constructing lab

Thursday

Readings:

- Cairo, Alberto. *The Functional Art: An Introduction to Information Graphics and Visualization*. Berkeley, CA: New Riders, 2013.
- ———. *The Truthful Art: Data, Charts, and Maps for Communication*. New Riders, 2016.
- Evergreen, Stephanie D. H. *Effective Data Visualization: The Right Chart for the Right Data*. SAGE Publications, 2016.

- Wong, Dona M. *The Wall Street Journal Guide to Information Graphics: The Dos and Don'ts of Presenting Data, Facts, and Figures*. W.W. Norton & Company, 2010.

Morning: Presentations from participants about their projects and the data they have brought or found and want to work with

Afternoon: Interpreting data and visualizations

Friday

Readings:

- Healy, Kieran. *Data Visualization: A Practical Introduction*. Princeton University Press, 2018.

Morning: Introduction to R for text analysis and visualizations

Afternoon: More R

Week 2

Monday

Morning: Visualizations continued: networks, timelines

Afternoon: More visualizations, including individual work on projects and troubleshooting

Tuesday

Readings:

- Bodenhamer, David J., John Corrigan, and Trevor M. Harris, eds. *Deep Maps and Spatial Narratives*. Bloomington: Indiana University Press, 2015.
- Bodenhamer, David J, John Corrigan, and Trevor M Harris. *The Spatial Humanities: GIS and the Future of Humanities Scholarship*. Bloomington: Indiana University Press, 2010.
- Monmonier, Mark S. *How to Lie with Maps*. Chicago: University of Chicago Press, 1991.
- Schulten, Susan. *Mapping the Nation: History and Cartography in Nineteenth-Century America*. Chicago: University of Chicago Press, 2012.

Morning: Introduction to mapping + how to find and use historical maps (Mullen)

Afternoon: Georeferencing (Mullen)

Wednesday

Readings:

- Mullen, Lincoln. Spatial Humanities Workshop materials.
<https://lincolnmullen.com/projects/spatial-workshop/>

Morning: Data maps: points on a map using R and StoryMap

Afternoon: Data maps: choropleths using R

Thursday

Readings:

- Browse Papers of the War Department.
- AHA Guidelines for Evaluation of Digital Scholarship.
<https://www.historians.org/teaching-and-learning/digital-history-resources/evaluation-of-digital-scholarship-in-history>

Morning: Publication to the web / evaluation of digital work
Afternoon: Project management (Hamner)

Friday

Morning: Wrap-up and evaluation

The institute ends at noon on Friday.

Appendix B: Previous Awards

RRCHNM has hosted two other Institutes for Advanced Topics in the Digital Humanities, both run by Sharon Leon and Sheila Brennan. While this institute is not under their direction, it does draw from their expertise about methods and tools. The director of this institute, Abigail Mullen, was the project director for the workshop Digital Methods for Military History, a two-day workshop funded by a Cooperative Agreement with the NEH's Office of Digital Humanities. The lessons she learned from that workshop have informed many of the decisions about curriculum and structure for this institute.