NEH Application Cover Sheet
Digital Humanities Start-Up Grants

PROJECT DIRECTOR

Dr. Deborah Mutnick
Professor and Project Director
1 University Plaza
Brooklyn, NY 11201-8423
UNITED STATES

E-mail: deborah.mutnick@liu.edu
Phone(W): 718-488-1110
Phone(H):
Fax: 718-246-6302

Field of Expertise: Languages - English

INSTITUTION

Long Island University
Greenvale, NY UNITED STATES

APPLICATION INFORMATION

Title: *The Pathways to Freedom Digital Narrative Project*

Grant Period: From 4/2012 to 9/2013
Field of Project: Ethnic Studies - Black/African American
Description of Project: The digital content created by Pathways to Freedom students and faculty will feature a variety of media, artifacts, and documents with a primary focus on local civil rights oral histories mapped to archival documents and specific Brooklyn locations. It will be produced by undergraduate students and their professors in Pathways to Freedom as well as undergraduate and graduate Computer Science and/or Media Arts students, with the support of faculty and IT specialists, and will have enduring value to the academic and broader public, including middle and high school groups as well as other college students. Through an innovative use of existing digital tools and technologies, the prototype will combine oral history interviews with images of archival documents and interactive maps, enabling those artifacts to be seamlessly integrated on a variety of platforms including the Internet, a digital repository, and mobile devices.

BUDGET

Outright Request	$25,000.00	**Cost Sharing**	$62,112.00
Matching Request		**Total Budget**	$87,112.00
Total NEH	$25,000.00		

GRANT ADMINISTRATOR

Ms. Kathryn S. Rockett
Assistant VP for Sponsored Research
700 Northern Boulevard
Greenvale, NY 11548-1319
UNITED STATES

E-mail: kathryn.rockett@liu.edu
Phone(W): 516-299-2523
Fax: 516-299-3101

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List of Participants

Deborah Mutnick, Professor of English, Director of Writing, LIU-Brooklyn
Valeda Dent, Dean of Libraries, LIU
Kimberly Jones, Associate Professor of History, LIU-Brooklyn
Sara Campbell, Adjunct Professor of English, LIU-Brooklyn
Christopher League, Associate Professor of Computer Science, LU-Brooklyn
Kamel Lecheheb, Deputy CIO, Dean of Information Technology, LIU-Brooklyn
Shannon Carter, Associate Professor of English, Texas A&M-Commerce
Sady Sullivan, Oral Historian, Brooklyn Historical Society

Abstract

The digital content created by Pathways to Freedom students and faculty will feature a variety of media, artifacts, and documents with a primary focus on local civil rights oral histories mapped to archival documents and specific Brooklyn locations. It will be produced by undergraduate students in Pathways to Freedom, supported by Computer Science students and faculty, Library faculty, and IT specialists. Mobile and web interfaces will provide portable, interactive access to the content through a variety of technologies including GIS, GPS, remix software, and Augmented Reality. Although digital applications have proliferated in the last five years, college students in humanities courses have tended to be the recipients rather than the producers of them; similarly, while increased attention has been given to undergraduate research and scholarly publications, it is far less common to involve first-year students in primary research with the potential for public and academic engagement.

Statement of Innovation

Through innovative use of existing digital tools and technologies, the prototype will combine oral history interviews with images of archival documents and interactive maps, enabling seamless integration of these artifacts on platforms ranging from the Web to a digital repository and mobile devices. The prototype will enhance accessibility as it lends itself to exploring multiple dimensions of history by mapping first person narratives in time and space using QR codes, Augmented Reality, remixing software, and GIS/GPS.

Statement of Humanities Significance

We will locate African American history in Brooklyn streets, neighborhoods, and buildings, using historical archives to discern traces of place and memory in the past. Building on traditional humanities scholarship, we will use digital technology to engage some 180 first-year Pathways to Freedom students—and prototype users—in discovering under-utilized archival artifacts and 45 oral histories, including that of 96-year-old pioneering civil rights activist Dorothy Burnham.

Narrative

We are seeking Level 1 funding to support the development of a digital prototype based on first-year LIU "Pathways to Freedom" students' research on key intersections of local African American history from 1799 to the present. Assisted by a partnership with the Brooklyn Historical Society, students will study primary, archival documents and conduct a total of 45 oral history interviews about Brooklyn's civil rights movement.

I. Enhancing the humanities through innovation

The proposed prototype aims to sustain humanities traditions while embracing digital tools of the future. It will provide access to educational resources and enable production of rigorous digital scholarship by undergraduates at a non-elite university. The prototype's purpose is 1) to contribute a technologically innovative dimension to Students and Faculty in the Archives, a 3-year Brooklyn Historical Society project funded by a Fund for the Improvement of Post-Secondary Education grant, that will enhance, preserve, and further disseminate content produced by first-year LIU students in response to an enriched curriculum focused on local history and archival research; 2) to extend the students' contribution of 45 oral history interviews to BHS and LIU libraries to the Pathways to Freedom Digital Narrative through the creation of web and mobile interfaces; and 3) to showcase a digital humanities prototype that can be replicated in other educational and cultural contexts and that utilizes audio/visual content, timelines/maps, and archival documents to create a unique kind of storytelling.

Specifically, students will remix contemporary oral history interviews with archival materials using GIS interactive mapping, QR codes, Augmented Reality, and other technologies to create asynchronous and synchronous digital tours featuring the Civil Rights Movement in Brooklyn. Discovery of oral history content will be enabled by metadata tags and segmenting tools. A second layer of information will contextualize the interviews with primary source materials drawn from BHS archival collections; other news, photo, and video archives; artifacts contributed by interviewees; and secondary sources like *A Covenant with Color: Race and Social Power in Brooklyn* (Wilder 2000) and "'Drive Awhile for Freedom': Brooklyn CORE and the 1964 World's Fair 'Stall-In'" (Purnell 2001). A final layer of information will locate the oral histories in interactive spatial and historical maps. Upon completion of the prototype, we will use crowdsourcing technology to circulate an open call for wider participation in the collection of stories and artifacts first of Brooklyn and New York City civil rights struggles and then other localities often neglected in Civil Rights Movement histories—especially those publicized by mainstream media and official commemorations. In essence, the initiative will help to create a new historical narrative by telling Pathways to Freedom stories across these three domains while teaching students the value of images and stories in the production of knowledge and reaching a broader public who might not seek such knowledge in venues such as classrooms or museums.

II. Environmental Scan

Relevant digital humanities initiatives include History Pin[1], Civil War Data 150[2], and Hypercities.[3] The Ellis Island Oral History Project, a partnership with Ancestry.com and National Parks Service, created a database of more than 2000 oral histories but only features audio.[4] Both PhillyHistory.org and London Museum's StreetMuseum apps use Augmented Reality—integrating Good Street View and Google apps—to enable additional data to be pulled up when the user points a phone at a building or street. For the Pathways to Freedom prototype, we will use this tool to link geographic locations to the temporal element of the oral history narratives. The Silk Road Project Map uses historical event modeling and interactive timelines to highlight historical events. From this project's website: "Maps and timelines are two of the most effective

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[1] http://www historypin.com/
[2] http://www.civilwardata150 net/
[3] http://hypercities.com/
[4] http://search.ancestry.com/search/db.aspx?dbid=2142&o_iid=44332&o_lid=44332

ways of communicating information about the past." The University of Sydney's "Rethinking Timelines Project" informs the prototype as well.[5] Also relevant is the GeoHistorian Project at Kent State University, which uses QR codes to enhance digital, student-created local histories, a tool that we will link to temporal narratives through oral histories. A collaborative project of the Bank Street College of Education and the Schomburg Center for Research in Black Culture, similar in some respects to the proposed prototype, the Civil Rights Movement Remix uses web-based platforms including NING and Remix World to develop a digital exhibition and a digital smartphone application about the African American civil rights movement in Harlem based on the Schomburg's digital archives. Pathways to Freedom will use some of the same tools to tell a complementary story of the civil rights movement in Brooklyn using interactive maps and timelines. In this planning phase, we will rely on the SAFA digital site for initial publication of content as we explore use of open source online platforms like Omeka and WordPress, enabling storage, publication, and interfacing of collections and narrative exhibits. For metadata harvesting, we will explore The Open Archives Initiative Protocol for Metadata Harvesting at http://www.openarchives.org/OAI/openarchivesprotocol.html.

III. History and duration of the project

We anticipate that the Level 1 phase of the project will take 18 months to complete. The prototype builds on an interdisciplinary, three-year collaboration among LIU faculty participating in SAFA and Brooklyn Historical Society staff. Through what Yohuru R. Williams calls "historical fingerprinting" and "intersections," students will examine key episodes and turning points of that history in order to comprehend and interpret a larger narrative arc of events. Also crucial to the outcomes of the project are the commitments to participate in oral history interviews from local activists including pioneering civil rights leader Dorothy Burnham, who helped organize the Southern Negro Youth Congress in the 1940s, SNCC veteran Muriel Tillinghast (see Tillinghast 2010), and CORE leader Rioghan Kirchner.

Additionally, the prototype has galvanized a team of LIU Humanities and Computer Science faculty and Library and IT staff that supports its development by providing multiple perspectives and areas of expertise. Further informing the prototype are two consultants: a BHS oral historian public historian and a recent recipient of an NEH Digital Humanities Grant who will contribute her knowledge of remixing software.

IV. Work Plan

During the grant period, web and mobile-based prototypes will be developed. The web-based tool will feature downloadable app(s) for portability of content that will link oral histories to historical documents and geographical locations using remixing and GIS interactive mapping software.   We will use the planning period to determine whether existing platforms will suffice to launch the prototype or whether we need to build our own platform. During the information-gathering phase, the Project team will ask the following key questions: How can we achieve maximum portability of the project's mission of engaging undergraduate students in primary research on African American civil rights struggles in Brooklyn and using digital technology to enhance and disseminate their findings? What kinds of content will we accept and what collection, design, and integrative procedures will best serve the project goals? Who are the key users? Who are the key stakeholders? What responsibilities will the LIU library bear versus the content developers? What are our top service priorities? What are the key short-term and long-term priorities? (OASIS, 2010) The Programming phase will involve design of a pre-prototype based on feedback from project team and potential users. This phase will last approximately 6 months and will include rapid prototype development for feedback; an iterative design phrase in which the first prototype will evolve into a more finished product (6 months); and usability testing (6 months). Policy development discussions will go on concurrently, including collection, management, and access.

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[5] http://sydney.edu.au/arts/archaeology/timelines/overview/background.shtml

Library representatives will provide guidance, including the review of general rights and responsibilities of those who create collections of digital content; types of metadata to be used; and preservation activities to be undertaken (OASIS, 2010). Library IT, in collaboration with University/Campus IT, will provide technical support, expertise and assistance in the design, development and implementation of the prototype applications and mobile tools. LIU Computer Science faculty with expertise in Customer Information Systems and Geographical Informational Systems will assist in creating mapping technologies. LIU Brooklyn IT representatives will support the technology framework (servers, storage, etc.) necessary to host and maintain a repository that will preserve and provide access to the content.

V. Staff

Project Director is **Deborah Mutnick**, Professor of English and Director of Writing, LIU-Brooklyn. A participating faculty member in BHS-SAFA and Pathways to Freedom, she will lead the development of the prototype content. Dean of LIU Libraries **Valeda Dent** will oversee the interface between the development of the prototype and the library. **Kimberly Jones**, Associate Professor of History at LIU-Brooklyn and Pathways to Freedom faculty member, will serve as consultant to the development of prototype content. **Sara Campbell**, Adjunct Professor of English, LIU-Brooklyn, and SAFA participant will assist in developing the prototype content. **Christopher League**, Associate Professor of Computer Science, LIU-Brooklyn, will provide guidance in the integration of GIS and other technologies into the prototype. **Kamel Lecheheb,** Deputy CIO and Dean of Information Technology at LIU-Brooklyn, will oversee technical support for the prototype. **Shannon Carter**, Associate Professor of English at Texas A&M-Commerce, will consult with the team on the use of remix software. BHS Oral Historian **Sady Sullivan** will advise us on oral history collection.

VI. Final product and dissemination

The digital content created by Pathways to Freedom students and faculty will feature a variety of media, artifacts, and documents with a primary focus on local civil rights oral histories mapped to archival documents and specific Brooklyn locations. It will be produced by undergraduate students and their professors in Pathways to Freedom as well as undergraduate and graduate Computer Science and/or Media Arts students, with the support of faculty and IT specialists, and will have enduring value to the academic and broader public, including middle and high school groups as well as other college students. Mobile and web interfaces will provide portable, interactive access to the content through a variety of technologies including GIS, GPS, remix software, and Augmented Reality. Although digital applications have proliferated in the last five years, college students in humanities courses have tended to be the recipients rather than the producers of them; similarly, while the number of undergraduate scholarly publications has expanded and attention has increasingly been paid to undergraduate research, the engagement of first-year students in primary research with the potential for public and academic engagement is uncommon.

Dissemination methods include the following programs and events. The prototype will be featured in BHS-sponsored forums to disseminate SAFA findings to universities and history museums in other states and at academic conferences. Other opportunities for dissemination include a special issue of *The Community Literacy Journal* (Fall 2012)[6] and a workshop entitled "Writing Democracy: Envisioning a Federal Writers' Project for the 21st Century" at the Conference on College Composition and Communication in April 2012. Featured participants include Professor of History Jerrold Hirsch, author of *Portrait of America: A Cultural History of the Federal Writers' Project.* In addition the project is linked to other digital humanities initiatives, including Shannon Carter's "Rural Texas: Local Texts, Global Contexts," which received an NEH Digital Humanities Start-Up Grant in 2011.[7]

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[6] Carter and Mutnick, Guest Editors. *Community Literacy Journal*, Vol. 7, Issue 1, (September 2012). See submission details at http://writingdemocracy.weebly.com/call-for-submissions html.

[7] Carter will be serving as a consultant.

Works Cited

Hirsch, Jerrold. *Portrait of America: A Cultural History of the Federal Writers' Project*. Chapel Hill: NC, U of North
    Carolina Press, 2006.

Purnell, Brian J. " 'Drive Awhile for Freedom': Brooklyn CORE and the 1964 World's Fair 'Stall-in.'"
    Conference paper. Gotham Center's History Festival. 2001.

Tillinghast, Muriel. "Depending on Ourselves." In *Hands on the Freedom Plow: Personal Accounts by Women in
    SNCC*. Ed. F.S. Holsaert, M. Prescod, et al. Champaign, IL. U of Illinois Press, 2010. 250.256.

Wilder, Craig Steven. *A Covenant with Color: Race and Social Power in Brooklyn*. NY: Columbia UP, 2000.

Williams, Yohuru. *Teaching U.S. History Beyond the Textbook: Six Investigative Strategies, Grades 5-12*. Thousand
    Oaks, CA: Corwin Press, 2008.

Data Management Plan: The Digital Narrative for Pathways to Freedom

Expected Data & Data Description
This digital humanities prototype will serve the creation, access, and dissemination of three types of content related to the Pathways to Freedom learning community: oral histories, archival documents, and interactive maps. The proposed prototype will create and disseminate this content based on underutilized archival materials and first voice narratives. In addition to oral histories, archival documents from the Brooklyn Historical Society and geographical data for interactive maps will be used.
Types of Data
The types of data to be generated as part of this project include but are not limited to: - Course syllabi   - Student assignments   - Interview transcripts (for the oral histories)   - Geospatial coordinates (for the interactive maps)   - Citations and references (from BHS primary and secondary sources)   - Project reports (from project team)   - Technical specifications, code, algorithms, etc., related to the development of digital tools (repository, web and mobile interfaces, etc.)   - Photographs and video (to be used for mapping tool)
Designated Archive
One feature of this project is the creation of an institutional repository that will serve as a home for the data to be generated by the project. The repository will be created and maintained jointly by the LIU library and LIU IT to ensure that the broadest possible user base will have long-term access to the data. The library and IT plan to leverage expertise in this area to make sure that the repository framework is robust, usable, and in keeping with current technological standards for the creation of repositories.
Metadata
Metadata will address attribution, discovery, and preservation. The following metadata standards may be used to describe and organize the project's data: - The IEEE 1484.12.1 – 2002 Standard for Learning Object Metadata (LOM) – may be used to describe and make discoverable learning material data, so that it can be searched for and re-used by others. Descriptors include format and pedagogical attributes.   - METS is the Metadata Encoding and Transmission Standard, which will be used to encode the various types of digital objects created by the project. The METS standard is expressed via XML, and is supported and maintained by the Library of Congress. It is used in a number of other dissemination frameworks, including the NJVID project (http://www.njvid.net/index.php).
Access and Sharing
The data generated by the project will be housed on a case-by-case basis in the repository described above. It will be placed in the repository in a timely fashion before the end of the project. Scholars seeking access to the various public-use data will need to agree to Terms of Use and arrange such access directly with the LIU Library. Restricted use data must be applied for on a case-by-case basis.
Period of Retention
Selection and Retention – Long Island University and BHS will archive all oral history data associated with the project and ensure that it is accessible regardless of changing formats or technological frameworks. LIU will archive all additional data used to create the proposed prototype.
Archiving and Preservation
The repository framework will serve to preserve the data and also make it discoverable regardless of changing technologies and formats.
Storage & Backup

By using a repository to provide storage for the data, the project will ensure that the information will be monitored over time, and migrated as warranted as new technologies and platforms prevail. We anticipate 2-4 hours for each oral history interview. Given that 1 hour of recording requires approximately 1 GB of storage space, we need up to a total of 180 GB for the interviews alone. All data will be stored on two different servers and backed up with an external hard drive.

Responsibility

The project director, the LIU Library, and LIU's IT Department will maintain joint responsibility for the data management plan and its oversight and monitor compliance over the lifespan of the project.

Data Formats

The recommended format for data will depend on the nature of the data. All data will be formatted to allow for maximum accessibility by utilizing non-proprietary, unencrypted, uncompressed software. We will assure preferred format choices as follows: PDF/A for text; MPEG-4 for video; TIFF or JPEG2000 for images; WAV for audio recordings.

Ethics and Privacy

Informed consent: Participants will sign the appropriate release forms in order for their materials to be included and made available via the repository. Any information that is deemed to be sensitive – such as student or faculty names, where appropriate - will be removed before the ingestion of data into the archive. All processing and management of the source data will be done in a secure environment.

Intellectual Property Rights

LIU and BHS will maintain the copyright for the data and objects generated as result of the project. Participants will be asked to sign the appropriate release forms and will have the right to withdraw consent at any time during the research process. Oral history narrators will hold the copyright to their interviews until and unless they transfer those rights to an individual or institution.

Budget Narrative – Long Island University

Note: the 18 month project will occur in three distinct 6 month phases, Phase I and II will take place in Year One and Phase III will comprise Year Two.

YEAR ONE

Salaries

Project Director, 10% of (b) (6) salary =   (b) (6)

Graduate Assistant, $1,500 stipend per each phase (Phases I, II in Year 1) = $3,000

Library Support (metadata), 10% of (b) (6) annual salary during 2 six month phases,
(Phase II in Year 1): (b) (6) ÷ 2 =   (b) (6)

IT Support, 10% of (b) (6) annual salary during 2 six month phases,
(Phase II in Year 1): (b) (6) ÷ 2 =   (b) (6)

Tech Support, 2 LIU Computer Science/MA students, during all 3 phases:
2 x 16.5 hours a week for 4 weeks Phase I @ $15/hr. = $1,980
2 x 8 hours a week for 12 weeks Phase II @ $15/hr. = $2,880

Salaries and Wages subtotal =   **$22,660**

Fringe

LIU Fringe Rate 35.7% of Salaries and Wages (negotiated with DHHS): Salaries and
Wages subtotal **$22,660 x 35.7% =**   **$8,089**

Consultant Fees

Meeting #1, Phase I: April 2012 – Content (Brian Purnell, Bowdoin College,
Sady Sullivan, Brooklyn Historical Society) $300 each = $600
Meeting #2, Phase II: October 2012 – Technology (CIS consultant tbd) = $500

Consultant Fees subtotal =   **$1,100**

Travel

Overnight trip to Washington for Project Director:
RT on Amtrak, NYC to DC @ $300; Hotel @ $300; Per Diem @$77 =   **$677**

Supplies and Materials

Supplies & Materials (external hard drives, CDs/DVDs) =   **$1,000**

Services

Oral history transcription – 20 hours @ (b) (6) per hour ((b) (6)) x 2 phases in Year One (Phase I and Phase II) =   (b) (6)

Engineer, Oral History recordings, $2,500 stipend x 2 phases in year One (Phase I and Phase II)   5,000

Digitization of Archival Documents, $1,000 stipend x 2 phases in Year One (Phase I and Phase II)   2,000

Services subtotal =   (b) (6)

Total Direct costs Year I   **$43,726**

Total Indirect costs Year I

LIU's negotiated Indirect Cost Rate, approved by DHHS (9/01/2011 to 8/31/2012) = 65% of Salaries and Wages: Salaries and Wages subtotal **$22,660 x 65% =**   **$14,729**

Total Project Costs Year I

Direct costs + Indirect costs ($43,726 + $14,729) =   **$58,455**

YEAR TWO

Salaries

Project Director, 10% of (b) (6) salary x .5 yr. (Phase III in Year II)   (b) (6)

Graduate Assistant, $1,500 stipend per each phase (Phase III in Year II) = $1,500

Library Support (metadata), 10% of (b) (6) annual salary during 2 six month phases, (Phase III in Year II): (b) (6) ÷ 2 =   (b) (6)

IT Support, 10% of (b) (6) annual salary during 2 six month phases, (Phase III in Year II): (b) (6) ÷ 2 =   (b) (6)

Tech Support, 2 LIU Computer Science/MA students, during all 3 phases: 2 x 16.5 hours a week for 4 weeks Phase III @ $15/hr. = $1,980

Salaries and Wages subtotal =   **$14,030**

Fringe

LIU Fringe Rate 35.7% of Salaries and Wages (negotiated with DHHS): Salaries and

Wages subtotal **$14,030 x 35.7% =** $5,008

Consultant Fees

Meeting #3, Phase III: April 2013 – Usability & Portability (Matt Gold, CUNY) = $500

Consultant Fees subtotal = **$500**

Total Direct costs Year II **$19,538**

Total Indirect costs Year II

LIU's negotiated Indirect Cost Rate, approved by DHHS (9/01/2011 to 8/31/2012) =
65% of Salaries and Wages: Salaries and Wages subtotal **$14,030 x 65% =** **$9,119**

Total Project Costs Year II

Direct costs + Indirect costs ($19,538 = $9,119) = **$28,657**

Entire Project Funding

Two year total: $58,455 + $28,657 = **$87,112**

Requested from NEH: **$25,000**
LIU contribution: **$62,113**