NEH Application Cover Sheet (HD-248462)
Digital Humanities Start-Up Grants

PROJECT DIRECTOR

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Field of expertise: American Studies

INSTITUTION

University Of Delaware
Newark, DE 19716-0099

APPLICATION INFORMATION

Title: *The Colored Conventions Project*

Grant period: From 2016-06-01 to 2017-11-30
Project field(s):   African American Studies; American Studies; American Literature

Description of project: The Colored Conventions Project (CCP) is a digital collection and
hybrid site for research and teaching that brings unprecedented public attention to the thousands of African Americans
who made up the 19th-century Colored Conventions Movement. ColoredConventions.org collects, for the first time, rare
and scattered minutes from more than 100 conventions. A DH Start-Up II grant will enable our interdisciplinary team of
faculty, graduate and undergraduate researchers, library professionals, church and national teaching partners to
collaborate to 1) create 15 new exhibits showcasing original research and visualizations 2) amass a database of 4,000+
conventions attendees for reference and datasets 3) expand outreach for our crowdsourcing Transcribe Minutes and 4)
introduce Translate Minutes with our first international partner. Ultimately CCP will model a more inclusive digital
history as we recover a movement for racial, economic and educational justice that resonates in our own time.

BUDGET

Outright Request	75,000.00	**Cost Sharing**	0.00
Matching Request	0.00	**Total Budget**	75,000.00
Total NEH	75,000.00		

GRANT ADMINISTRATOR

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Colored Conventions Project
A Level II Start-Up Project Proposed by the University of Delaware

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1. List of Participants:

Faculty Director
Dr. P. Gabrielle Foreman, University of Delaware, Ned B. Allen Professor of English, Professor of Black Studies, Senior Library Fellow

Selected Graduate Team Members
Denise Burgher, University of Delaware
James Casey, University of Delaware
Clayton Colmon, University of Delaware
Rashida Z. Davis, University of Delaware
Jordan Howell, University of Delaware
Labanya Mookerjee, University of Delaware
Sarah L. Patterson, University of Delaware

Selected Undergraduate Team Members
Eric Brown, University of Delaware, Plant Sciences and English
Monica Lindsay, University of Delaware, English and Sociology
Caleb Trotter, University of Delaware, Fine Arts and Graphic Design

Library Team Members
Molly Olney-Zide, Discovery Services Librarian, University of Delaware Library
Carol A. Rudisell, Librarian, Reference and Instructional Services, University of Delaware Library
Gregg A. Silvis, Associate University Librarian for Information Technology and Digital Initiatives, University of Delaware Library
Dr. Curtis Small, Special Collections Librarian, University of Delaware Library
Linda Stein, Librarian, Reference and Instructional Services, University of Delaware Library

Faculty Team Members
Dr. Charlotte Marshall, Visiting Assistant Professor, Widener University, Assessment Coordinator
Prof. Colette Gaiter, Visual Communications and Design, UD Art Department, Design Consultant

Community Team Members
Michele Blum, University of Delaware alumnus, Symposium Coordinator
Dr. Meg Meiman, University of Delaware alumnus, Reference Librarian, Smith College

National Teaching Partners and Symposium Exhibit Partners
Dr. Kabria Baumgartner, College of Wooster, History
Dr. Erica L. Ball, California State University, Fullerton, American Studies
Dr. Daina Ramey Berry, University of Texas, Austin, History and African and African Diaspora Studies
Dr. Kimberly Blockett, Penn State Brandywine, English
Dr. Joan Bryant, Syracuse University, African American Studies
Dr. Erica Armstrong Dunbar, University of Delaware, History and Black Studies
Dr. Sharla Fett, Occidental College, History
Dr. Eric Gardner, Saginaw Valley State University, English
Dr. Margarita Simon Guillory, University of Rochester, Religion
Dr. Andre E. Johnson, University of Memphis, Communication
Dr. Joycelyn Moody, University of Texas, San Antonio, English
Dr. A. Nevell Owens, Florida A&M University, Religion
Dr. Carla L. Peterson, University of Maryland, College Park, English

Dr. Jean Pfaelzer, University of Delaware, English and Women's Studies
Dr. Selena Sanderfer, Western Kentucky University, History
Dr. Derrick R. Spires, University of Illinois, Urbana-Champaign, English
Jermaine Thibodeaux, University of Texas at Austin, History
Dr. Psyche Williams-Forson, University of Maryland, College Park, American Studies
Dr. Ivy Wilson, Northwestern University, Chair, American Studies
Dr. Jewon Woo, Lorain County Community College, Ohio, English

Church Exhibit Partners
Pamela Tilley, Historiographer of the Connectional Lay of the African Methodist Episcopal Church
Dr. Cheryl Janifer LaRoche, University of Maryland, College Park, American Studies
Whatcoat United Methodist Church, host of the 1873 Delaware Convention, Dover, DE

International "Translate Minutes" Partner
Dr. Giulia Fabi, University of Bologna, Italy

Reviewers
Dr. Joycelyn Moody, Sue E. Denman Distinguished Chair in American Literature and Director, African American Literatures & Cultures Institute; University of Texas, San Antonio
Dr. Khalil Gibran Muhammad, Director, Schomburg Center for Research in Black Culture, New York Public Library

2. Abstract:

The Colored Conventions Project (CCP) is a digital collection and hybrid site for research and teaching that brings unprecedented public attention to the thousands of African Americans who made up the 19th-century Colored Conventions Movement. *ColoredConventions.org* collects, for the first time, rare and scattered minutes from more than 100 conventions. A DH Start-Up II grant will enable our interdisciplinary team of faculty, graduate and undergraduate researchers, library professionals, church and national teaching partners to collaborate to 1) create 15 new exhibits showcasing original research and visualizations 2) amass a database of 4,000+ conventions attendees for reference and datasets 3) expand outreach for our crowdsourcing Transcribe Minutes and 4) introduce Translate Minutes with our first international partner. Ultimately CCP will model a more inclusive digital history as we recover a movement for racial, economic and educational justice that resonates in our own time.

3. Narrative:

Project Description: From 1830 until decades after the Civil War, once captive and already free Blacks came together in state and national political conventions to strategize about how they could achieve educational, labor and legal justice. Though public narratives about 19th-century racial freedom stress white leadership and courage in the Underground Railroad and abolitionist movements, the convention movement highlights Black organizational leadership, cooperation and complexity across region, status and era. The delegates to these meetings include prominent writers, organizers, church leaders, newspaper editors and entrepreneurs in the canon of early African American leadership—and many whose names and histories have long been forgotten. All that is left of this decades-long effort are the minutes.

CCP highlights the history of Black-led efforts and Black-founded institutions that are obscured by an important if too singular focus on an abolitionist movement that ends in 1865. Talladega College, which enrolls almost 900 today, is just one institution whose genesis is grounded in the hundreds of Colored Conventions that proliferated in the postbellum period. When William Savery and Thomas Tarrant took their newly-won freedom on the road in the first November after the Civil War, they traveled 300 miles to attend Alabama's inaugural Colored Convention. There they joined over fifty other delegates to pass nine resolutions. One called for faithful labor in return for "just wages." Another affirmed that "the education of our children" is "vital for the presentation of our liberties." Exactly two years later, convention goers had secured twenty acres and the funds necessary for Talladega College to open its doors to 120 students. For decades before, these very same scholars had been legally barred from book learning in any form. Now, plush online videos credit Talladega's founding to the American Missionary Association as they celebrate the famous Amistad murals which grace Savery Library's walls. Yet, the college emerged from the many efforts initiated and sustained by the Colored Conventions Movement. California's important newspaper, *The Mirror of the Times* (1857), was likewise founded as a direct response to the 1855 and 1856 state conventions. Importantly, the paper, like the college, emerged out a collective structure, the state executive committee, though its founding is often attributed to individual editors J. H. Townsend, W. H. Newby and Mifflin Gibbs who also played important roles in conventions in S.C., Iowa and Canada.

An NEH grant will allow CCP to tell these important stories through online exhibits and embed them in a larger arc of Black organizational efforts. Frederick Douglass's biographies often orbit around his friendships with white abolitionists and supporters. Yet when we trace his relationships and visualize his social networks in relation to the almost dozen Colored Conventions he attended, a rich and different story--and data set--emerges. This grant will facilitate CCP's collaboration with scholars and other students of history to ask questions about Black mobility and institution building that a previous lack of data and set historiographical perspectives have made all but impossible. Because this newly available material will speak to issues of state, legal, educational and labor justice, this grant will allow CCP to highlight how the continuously necessary assertion that Black lives matter speaks to issues of citizenship and inclusion and how this resonates for multiple publics as strongly today as it did in the years we study.

The Colored Conventions Project is committed to generating an online hub that "brings nineteenth-century Black organizing to digital life," by fostering public engagement in scholarship and original research. Since formally launching in spring 2013, CCP has incorporated partnerships with universities and religious organizations into its structure. These partnerships help illuminate--and build--a diversity of ideas and scholarship within the digital humanities. In our weekly meetings, for example, one committee provides extensive support to national teaching partners through the curriculum resources, library research guides, and instructional videos we have developed. This grant will allow us to provide support to scholars who gave papers at our "Colored Conventions in the 19th Century and the Digital Age" symposium, which we believe was the first to ever make these conventions a conference's central focus.

Though we have made short videos of these papers available, this grant will allow CCP to help their authors curate online exhibits.

One of CCPs biggest impacts will stem from the deep engagement it offers to a broad range of humanities scholars in their first digital experiences. This level II start-up grant will increase CCP's capacity to support participants and partners while making new and exciting content available to scholars and public students of history alike. Working closely with our national teaching and symposium exhibit partners enables CCP to expose a wide body of scholars of race to ongoing conversations about digital pedagogy, digitization of the archive, and the challenge of representing historical silences through exhibits and visualizations. The cross-pollination between African American studies and the digital humanities will also help strengthen the connection between historic struggles for Black equality and representation in physical spaces and present struggles for Black equality and representation in digital spaces.

Enhancing the Humanities through Innovation and Inclusion: Since it went public in 2013, CCP's recovery of critical information about African American political activism over time and place richly historicizes current interest in our increasingly multi-racial body politic; it also contributes to diversifying content in the digital humanities, as it provides the first digital collection of convention minutes and adds "new" records our team and others uncover. The minutes detail spirited political debates that reflect diversities of opinion across a markedly heterogeneous community. The Colored Conventions drew thousands of individuals from different religious, class, ideological and geographical backgrounds and experiences which is reflected in the vibrant historical records of their organizational efforts.

CCP insists upon gender inclusion in an archive that silences women by documenting the few African American women delegates recorded in convention minutes and by chronicling those whose participation was crucial but unrecorded. The project acknowledges issues of historical and current gender bias in its research protocols and advocates for the inclusion of "associated women" who were instrumental in shaping the political agenda for African American equality in the nineteenth century (see Appendix C). Expanding the definition of conventions beyond the halls to include the boarding houses where delegates stayed, for example, CCP asks about the organization-building connections between public and domestic spaces. CCP recovers the histories of Black men *and* women writers, teachers, doctors, business people, editors, itinerant speakers, fundraisers, and supporters who made substantial contributions to nineteenth-century political movements. Through this project-wide intervention, CCP has recovered fascinating and understudied texts and information about women steeped in the milieu of the Colored Conventions. We integrate Black women's compelling political histories in our exhibit prototype. This NEH grant will allow CCP to model this methodologically inclusive intervention in both historical and digital spaces.

Environmental Scan: Over the past few decades, scholars and librarians across the humanities have created online repositories of digital surrogates of rare and important documents of African American history. Many have digitized or transcribed significant textual collections, including UNC's *Documenting the American South*, the NYPL's *Digital Schomburg*, UNC Greensboro's *Digital Library on American Slavery*, Detroit Mercy's *Black Abolitionist Archive*, and the *Daniel A. P. Murray Pamphlet Collection* at the Library of Congress. These online resources have published thousands of free-to-use documents that incalculably bolster the study of nineteenth-century African American history. The CCP's digital publication of convention minutes takes after these repositories, particularly in such forward-thinking ways as the recent launch of DocSouth Data to enable bulk downloads of high-quality texts and XML files appropriate for distant readings. CCP builds on these landmark examples, creating a participatory online collection of important and rare African American texts that invites broad participation through crowdsourcing, varied curriculum and cross-institutional teaching and research collaborations.

Using the above websites or building their own, an increasing number of scholars look to the affordances of digital databases, maps, and network visualizations to enable deeply-engaged and wide-ranging studies of early African American social history. Some of the most information-rich projects center on building databases of the history of slavery in the Americas, including *The Race and Slavery Petitions Project*, the *Trans-Atlantic Slave Trade Database*, and the *Texas Slavery Project*. These projects model the ways that historical thinking through data can help us wrestle with historical silences and erasures. An increasing number of scholars are leveraging that radical potential through a variety of geographic maps and network visualizations to understand collective and lived Black experiences in the nineteenth century. These projects range from geographic/spatial analyses—University of Richmond's *Visualizing Emancipation* and UMD's *"O Say Can You See": the Early Washington, D.C. Law and Family Project*, or, from later periods, *The Negro Travelers' Green Book*, and *Digital Harlem*—to projects focused on social network analyses like the Historical Society of Pennsylvania's *Family Ties on the Underground Railroad*. CCP benefits from the sophisticated examples of these projects, borrowing as well from the *Black Press Research Collective*'s model of scholarly collaboration. The Colored Conventions Project adapts the genre of static digital repositories into a participatory model that fosters dynamic conversations between diverse audiences both across campuses and in engagement with other institutions. Our collaborative model comes together as CCP engages, trains and supports the creation of historical knowledge at multiple partner institutions and with historic AME and other Black church groups across the country. We seek to mirror the dynamic collaboration that characterized the Colored Conventions themselves.

The study of historical social networks represents one of the fastest growing arenas for digital humanities inquiry. A host of scholars, including Franco Moretti (2011), Matthew Jockers (2013), and projects such as *Viral Texts* and *ORBIS: The Stanford Geospatial Network Model of the Roman World* investigate the use of social network visualization and analysis to answer broad historical questions (see Appendix D). The methods of social network analysis stand as especially promising for the study of the Colored Conventions, a history in which the data is always relational but all-too-often fragmented. By using these tools critically we can begin to identify and trace nineteenth-century African Americans' emergent communities, patterns of mobility and the robust strength of their social networks that spread across the continent throughout the rest of the century.

Very few recent scholars have taken up the conventions as primary subjects. A few early studies by Gross (1947) and Bell (1969) remain the standard references as the only sustained works on the history of the conventions, complemented more recently by scholarship that situates the conventions within broader work on African Americans in the nineteenth century, including Foner (1993), Glaude (2000) and Ernest (2004 and 2011). Largely in response to such scholars' work, many historians note the role of the conventions in African American history only in passing, looking to the conventions as anecdotal sources rather than themselves important subjects of inquiry. For an even larger number, the often white-dominated circuits of abolition, the Underground Railroad, and anti-slavery activities remain the primary frameworks for understanding 19th-century African American political life and culture, even though the conventions involved thousands more African Americans across much more of the U.S. for almost twice the lifespan of abolition. In fact the Colored Conventions involved more pre-20th century African Americans than any other movement, organization, or even some religious denominations.

History and Duration of Project: In 2013, the Colored Conventions Project secured grants at UD to create the *ColoredConventions.org* website and curriculum. The first funding, from Academic Technology Services and the Interdisciplinary Humanities Research Center, funded initial installation and implementation of Omeka, a content management system chosen for its robust metadata capacities, integration with the mapping plugin suite Neatline, and, most importantly, low-technological threshold for students at partnering institutions. A third grant from UD's Center for Teaching and Learning funded

our development of the CCP curriculum through which nearly 1,000 students at eight different institutions have learned Omeka and submitted their original research for publication by CCP. In 2015-2016, a networked learning community of courses at different schools will focus entirely on the Colored Conventions by creating exhibits, assembling datasets, and building visualizations to explore patterns within the history of the Colored Conventions.

The project's close relationship with the UD Library has helped ensure *ColoredConventions.org*'s sustainability. UD's Library has provided substantial in-kind and financial support to compensate graduate students for their time and leadership. In 2014 the Library moved the contents of the project website to its servers while retaining the domain name *ColoredConventions.org*. Additionally the Library began copying convention minutes, transcriptions and associated metadata into its institutional repository (UDSpace) stored in DuraSpace DSpace. CCP and the Library have reached an historic agreement with Gale Cengage Learning regarding the use of its database 19th Century U.S. Newspapers which extends Gale's standard academic use license to allow the many visitors to the Colored Conventions website to enjoy online exhibits created by scholars across the country--which otherwise could not be made publically available.

In 2015, CCP introduced Transcribe Minutes, a crowdsourcing initiative built with an Omeka plugin called Scripto to invite volunteers from across the nation to transcribe or improve nearly 1,300 pages of convention minutes so far. Such impressive progress in only six months happened in large part because of our outreach to and partnership with the AME Church. The DH Start-up Grant will allow CCP to continue expanding Transcribe Minutes and to add a Translate Minutes feature (see Appendix E).

With support of a 2014 Delaware Humanities Forum (DHF) Grant (funded by NEH), we have expanded CCP's historical, social, and intellectual reach even further. In April of 2015, CCP hosted the symposium *Colored Conventions in the Nineteenth Century and the Digital Age*. This gathering of scholars, archivists and religious community collaborators was the first to question how understandings of 19th century campaigns for racial justice shift when we move the conventions movement to the center. Scholars presented from a wide range of disciplines, including religious, historical, literary, gender, visual and performance studies. Although women rarely appear in the minutes, the conference highlighted their crucial work which was central to the organizational and social networks that made these conventions possible. A collection of these essays will build on the unexpected interest and success generated by the symposium. The exhibits this grant will fund will ensure that the material generated in the essay collection will be available publicly and digitally. We aim to further establish the Colored Conventions Project as a vital location for the study of 19th century African American history for multiple publics who already use our site. We hope to continue our growth and inter/national collaboration with the support of the DH Start-up Grant.

Work Plan: CCP's reintroduction of knowledge about African American organizing online as a form of curricular and social engagement requires that we continue to build on the research, collaboration, and analysis produced during the initial portions of the project's start-up phase. Because the Colored Conventions Movement took place across various states—from California to New York—we will engage archivists, historians, and national teaching partners at major conferences who can help extend our capacity to identify hidden resources and to disseminate them through our website.

We plan to better position our project as a resource for the general and academic public by actively seeking "crowdsourced" contributions (curated and fact-checked by our supervised team) and by improving on our website design and mapping, pedagogy and research. Leveraging and expanding our partnerships with national teaching faculty and AME lay leadership, we will **(1)** build approximately 15

new exhibits on *ColoredConventions.org* that support a variety of instructional spaces, and **(2)** index approximately 4,000 delegates to more than 100 national and state conventions in a relational database for reference use and large-scale analyses by project members and partners. The database will also aggregate a wide variety of data collected on the delegates (free or fugitive status, disability, profession, women's roles in convention culture, convention committees, and the publishing history of the Colored Conventions. During the grant period, we will also **(3)** increase participation in CCP's "Transcribe Minutes" crowdsourcing initiative and **(4)** work with our first international partner to begin the "Translate Minutes" initiative. Translate Minutes will adapt existing installations of Scripto to allow a wide range of contributors to translate on our site from English into Italian. This initiative will benefit from our significant prior usability testing and customizations of the Scripto UI (see Appendix A).

In order to sustain the project's growth after the grant's support period, we will continue to apply to potential funders. If successful, CCP will seek additional funding through the NEH's Digital Humanities Implementation Grant program.

Staff:
Dr. P. Gabrielle Foreman *(Project Director):* As founding faculty director of the Colored Conventions Project and Project Director, Dr. Foreman works closely with the graduate student co-coordinators and the entire team to facilitate the project.

Gregg A. Silvis *(Database Management):* As Associate University Librarian for Information Technology and Digital Initiatives, Silvis spearheads all information technology at the Library. He oversees all aspects of data management for CCP.

Denise Burgher *(Historic Church Outreach, Undergraduate Research):* A PhD student in English and Black Studies writing about the AME Church, Burgher provides support to AME and historic church transcribers and leadership and works with undergraduate researchers.

James Casey *(Project Co-Coordinator):* A PhD candidate in English specializing in antebellum American culture and the digital humanities, Casey works with data management and visualization, transcription management, and social media.

Clayton Colmon *(Grants):* A PhD candidate in English whose research is located at the intersection of Utopian, African American and Science Fiction studies, Colmon coordinates grants administration.

Rashida Z. Davis *(Database Management):* A PhD candidate in Computer Science whose research interest is artificial intelligence with a focus in natural language generation and intelligent tutoring systems, Davis works on database management.

Jordan Howell *(Transcription, Database Management, DSpace, and Grants):* A doctoral candidate in English with research interests in 18th century British literature and print culture, Howell works with data migration to DSpace, transcription management, permissions and grants.

Dr. Charlotte A. Marshall *(Grants and Assessment):* Visiting Assistant Professor in Psychology at Widener University; Dr. Marshall contributes to grant writing and project assessment.

Labanya Mookerjee *(Exhibits, Permissions):* A Master's student in English who focuses on postcolonialism and feminist theory, Mookerjee currently works on exhibit planning and permissions.

Molly Olney-Zide *(Database Management and DSpace):* Senior Assistant Librarian and Discovery Services Librarian, Olney-Zide works in database management and as the project's DSpace coordinator.

Sarah L. Patterson *(Project Co-Coordinator):* A PhD candidate in English in 19th-century Black literature, Patterson directs undergraduate research and curriculum development. She interfaces with national teaching and symposium exhibit partners.

Carol A. Rudisell *(Grants and Permissions):* Reference librarian and African American specialist at the Library, Rudisell contributes to grant writing, permissions, and researcher training.

Dr. Curtis Small *(Transcription and Permissions):* A Special Collections librarian at the University of Delaware Library, Small works in transcription management and permissions for the project.

Linda Stein *(Research and Permissions):* Reference librarian and English specialist at the Library; Stein works with project researchers and is web editor of the library research guide written for the project.

<u>Final Product and Dissemination</u>: By the conclusion of the grant period, CCP will make its digital archives of documents and images (browsable online or in bulk downloads of plain-text files for text mining), its Convention Database (CoDA), the most popular datasets generated from CoDA, and all interactive exhibits publicly available on the project website and in the University of Delaware institutional repository (UDSpace). Furthermore, CCP will provide external users a web platform to query CoDA to facilitate data-intensive study of nineteenth-century African American history.

Beyond the project website, CCP will disseminate the final products via press releases and a variety of outlets from NINES (Networked Infrastructure for Nineteenth-Century Electronic Scholarship) to conferences such as Association for the Study of African American Life and History, the American Studies Association, and the Organization of American Historians. In summer 2016, the project director and co-coordinators will share our experiences and best practices for visualizing large-scale dynamics of early African American history at the NEH Summer Institute on "Space and Place in Africana/Black Studies."

Lastly, CCP has worked with outside evaluators in the past and has an evaluation team that gathers feedback about the project's reception through Qualtrics surveys. We will expand this practice for the Digital Humanities Start-Up Grant by preparing a white paper that includes an examination and evaluation of our accomplished goals as well as a forecast of potential growth. In addition to the white paper, CCP plans to release an edited essay collection that expands on the symposium presentations and builds on the resources in CoDA. This collection will interface seamlessly with *ColoredConventions.org*.

6. Data Management Plan:

Responsibilities:

Project Director Dr. P. Gabrielle Foreman and Gregg A. Silvis, Associate University Librarian for Information Technology & Digital Initiatives, will oversee the data management plan which will be implemented by CCP Coordinator James Casey, DSpace Administrators Molly Olney-Zide and Jordan Howell, and a CCP team.

Expected Data, Collection Methods, Data Formats, and Data Dissemination:

Type of data	Data format and long-term preservation	Conditions of dissemination
Digital facsimiles of convention minutes, which consist of previously printed and documented speeches and debates at the various conventions.	Digital facsimiles are in PDF format. Facsimiles will be converted to PDF/UA (or PDF/A) and stored in DSpace.	Facsimiles will be made freely available via *ColoredConventions.org*.
Digitized photographs and prints.	Digitized photographs and prints are in JPEG format. These same items will be stored in DSpace as TIFF files.	Photographs and prints will be made freely available via *ColoredConventions.org*.
Transcriptions of historical documents.	Plain text transcriptions of historical documents are in .txt format, and stored in DSpace.	Transcriptions will be made freely available via *ColoredConventions.org*.
Audio and video files.	Audio/video files will be delivered in the m4a/mp4 formats using the AAC (CoreAudio) audio format and the H.264 video codec.	Audio and video files will be made freely available via *ColoredConventions.org*.
A database of convention attendees will be generated from the transcripts. The database will document biographical information and the roles and responsibilities of convention attendees.	The database will be in MySQL format, and preserved in an XML-DBML format.	The database will be available to the general public upon request.
White paper.	After the project has been completed.	Available on the project website and UD's institutional repository.
Multimedia progress report.	Duration of grant period.	Available on the project website and UD's institutional repository.
Final report to NEH.	Conclusion of the project.	Dissemination of the final report will be the responsibility of the

		NEH. Will also be available on the project website and UD's institutional repository.

All materials will be publicly available either on the Colored Conventions website, the University of Delaware Institutional Repository, or both. All historical documents and images are in the public domain and will be licensed under Creative Commons. Additional material created by the Colored Conventions Project will be considered under copyright, but licensed under Creative Commons. The Creative Commons license used will be the CC BY-NC-SA (Attribution-NonCommercial-ShareAlike).

"This license lets others remix, tweak, and build upon your work non-commercially, as long as they credit you and license their new creations under the identical terms."

Data Storage and Preservation of Access:
All material will be deposited and permanently stored in the University of Delaware Institutional Repository. The repository consists of the DuraSpace DSpace (*http://www.dspace.org*) software running on fault tolerant server grade hardware, backed up offsite nightly. The material will be permanently stored in the repository. Twenty-five fields of the Dublin Core Metadata Element Set (NISO Standard Z39.85) will be used to store associated metadata for each repository item. Items stored on DSpace will be made available to the general public through CCP's content management system, Omeka.

Period of Data Retention:
Under an agreement between the University of Delaware Library and the Colored Conventions Project, data will be retained for a period of 40 years.

8. Appendices:
Appendix A: Expanded Work Plan

Summer 2016 (June – September)
- Finalize transcripts for antebellum convention minutes and add extra-textual material, including newspaper articles and calls to convene for conventions.
- Add to Convention Database:
  - 4,000 person names with information on roles, and residences
  - 120 conventions with bibliographic, geographic, and tailored event-based information
- Create first exhibit that augments existing Colored Conventions Symposium videos by showcasing research featured in the symposium and the project's forthcoming edited volume on the conventions movement.
- Publish interactive network visualization of delegates to antebellum national conventions using Gephi and SigmaJS.
- Onboard symposium participants as new national teaching partners.
- Project Director and team members are invited as visiting teachers at "Space and Place in Africana/Black Studies," an institute on Spatial Humanities, Theories, Methods and Practice.
- Develop California exhibit using spatial and network analysis from research on the 1850s California conventions produced by Sharla Fett (and David Kim) .
- Begin groundwork for a set of AME church exhibits and documents on a scale determined by potential support from the Lilly Endowment.
  - Develop curricula for the AME church.

Fall 2016 (September – December)
- Finalize visualization, mapping, and fact-checking for California exhibits before publishing on *ColoredConventions.org*
- Project Director teaches 1873 Delaware convention at historic Whatcoat United Methodist Church where it was held. Open to interested congregants and other community members who wish to participate in readings and learn about the performative aspect of the minutes.
- Add to Convention Database:
  - 500 committee memberships
  - 200 report and address co-authorships
- Project Director visits University of Bologna and University of Ferrara to speak on gender and the convention movement and to build ongoing relationship with international exhibit partner, Dr. Giulia Fabi, editor of a new bilingual edition of Frederick Douglass's 1845 narrative.
  - Begin implementation of Translate Minutes initiative in conjunction with Dr. Fabi, international exhibit partner.

Winter 2016 (December – February)
- CCP Docs: we will make sixty transcribed convention minutes available to download as plain-text files, complete with bibliographic metadata, in an easily accessible file.
- Convention Database building process
  - National teaching partners and students will input research-generated data into forms accessible on *ColoredConventions.org*.
  - Have teaching partner's students include women who participated in the convention movement in any way. Organize by freed/enslaved status, disability status, religious affiliation, occupation.

- ○ Create a teaching memorandum of understanding for students of national teaching partners to input their research via a form that CCP team members will clean and import into CoDA.

Spring 2017 (February – June)
- Finalize Delaware Convention exhibit and make available to the public on *ColoredConventions.org*
- Transcribe Minutes
  - ○ Mobilize CCP church partners to transcribe newly uploaded (and recently discovered) postbellum minutes.

Summer 2017 (June – September)
- Transcribe postbellum minutes and make extratextual materials available to the public.
- Begin research for exhibit on the convention that founded Talladega College, and on emigration conventions.
- Publish interactive network visualization of delegates to all known conventions using Gephi and SigmaJS.

Fall 2017 (September – December)
- Update Convention Database public user interface to provide dynamically generated data sets for reference use.
- Apply for an NEH summer institute
- Co-coordinators will transition from graduate positions at University of Delaware into faculty roles at other institutions, at which time they will move into envisioned national teaching director roles.

Appendix B: Home Page and Usage Data

View of project homepage, featuring the historic agreement between CCP and Gale/Cengage Learning to provide access to images from its 19th century U.S Newspapers Database on *ColoredConventions.org*

Home   Conventions   Exhibits   Tables   Maps   Teaching   Bibliography   Symposium   Videos   About Us

COLORED CONVENTIONS
BRINGING NINETEENTH-CENTURY BLACK ORGANIZING TO DIGITAL LIFE

ABOUT THE COLORED CONVENTIONS

From 1830 until well after the Civil War, free and fugitive Blacks came together in state and national political "Colored Conventions." Before the war, they strategized about how to achieve educational, labor and legal justice at a moment when Black rights were constricting nationally and locally. And after the war, they continued to convene to discuss local, national and international possibilities, problems and challenges.

The delegates to these meetings included the most well-known, if mostly male, writers, organizers, church leaders, newspaper editors, and entrepreneurs in the canon of early African-American leadership—and many whose names and histories have long been forgotten. All that is left of this phenomenal effort are the minutes. Even these materials are rare and can only be accessed through out-of-print volumes.

This project seeks to not only learn about the lives of these male delegates, the places where they met and the social networks that they created but to also account for the crucial work done by Black women in the broader social networks that made these conventions possible.

ColoredConventions.org endeavors to transform teaching and learning about this historic collective organizing effort—and about the many leaders and places involved in it—bringing them to digital life for a new generation of undergraduate and graduate students and researchers across disciplines, for high school teachers, and for community members interested in the history of church, educational and entrepreneurial engagement.

RECENTLY ADDED ITEMS

UDaily: Library announces historic agreement with Gale Cengage Learning, Colored Conventions Project

"The agreement will allow the Colored Conventions Project to present images from its databases for use on its website, which brings six decades of...

Video - History Matters: The Colored Conventions Project

This History Matters video features the University of Delaware's interdisciplinary Colored Conventions Project (CCP). CCP digitizes the meeting...

Proceedings of the Colored People's Convention of the State of South Carolina, held in Zion Church, Charleston, November, 1865. Together with the declaration of rights and wrongs; an address to the people; a petition to the legislature, and a memorial to Congress.

Pamphlet (31 p. ; 24 cm.)

View All Items

TRANSCRIBE MINUTES

Help transcribe the minutes of the Colored Conventions!

- Click here for minutes of Conventions held in A.M.E. Churches
- Click here for minutes of Conventions held in Baptist Churches

FEATURED ITEMS

UDaily: Library announces historic agreement with Gale Cengage Learning, Colored Conventions Project

"The agreement will allow the Colored Conventions Project to present images from its databases for use on its website, which brings six decades of...

Park Presbyterian Church on Lafayette Street in Brooklyn, New York

Video - History Matters: The Colored Conventions Project

This History Matters video features the University of Delaware's interdisciplinary Colored Conventions Project (CCP). CCP digitizes the meeting...

Usage data for the Colored Conventions Project (CCP) is from Google Analytics. This data covers the period from October 2013 to the present.
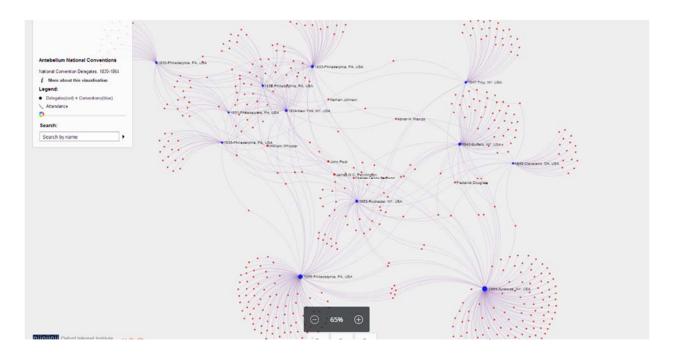
- About 13,000 people have visited *ColoredConventions.org* since October 2013
- 57% are new visitors; 43% are returning visitors, indicating CCP's ability to retain a committed group of users
- Average on-site session is over five minutes
- 90% of users are from within the United States; the remaining 10% are from Brazil, Canada, the United Kingdom, Germany, Italy, India, France, and Australia

Appendix C: Women in the Conventions Movement
View of interactive map highlighting women in the Colored Convention Movement using Neatline (GIS) plugin for Omeka.
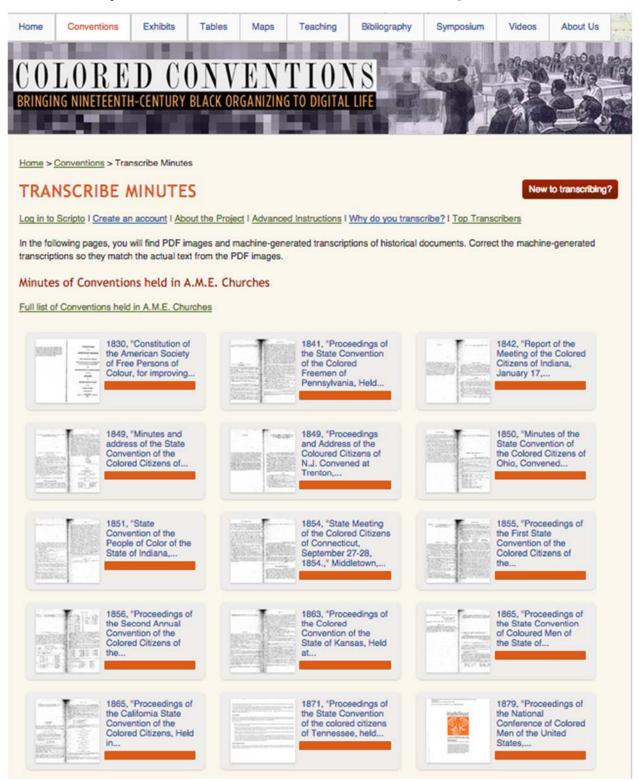
Appendix D: Sample Data Visualization Enabled by CoDA

Example of data visualization enabled by CoDa, the database of convention delegates to be constructed by the Colored Conventions Project. Graph displays all delegates to antebellum national conventions.

Appendix E: AME Church in "Transcribe Minutes"
View of transcribe minutes interface which uses Omeka's Scripto plugin to enable people to upload corrected transcriptions of rare convention minutes to *ColoredConvetions.org*

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