

NEH Application Cover Sheet (AB-269212)

Humanities Initiatives: HBCUs

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INSTITUTION

Grambling State University
Grambling, LA 71245-2715

APPLICATION INFORMATION

Title: *Creating an Interdisciplinary Minor in Digital Humanities*

Grant period: From 2020-02-01 to 2023-01-31

Project field(s): Interdisciplinary Studies, Other

Description of project: Grambling State University's departments of English and History will design and implement a new interdisciplinary minor in Digital Humanities. Grant funding will go toward bringing outside expertise onto campus to train humanities faculty in interdisciplinary techniques and in pedagogy appropriate to the Digital Humanities during planning stages for the minor.

BUDGET

Outright Request	0.00	Cost Sharing	0.00
Matching Request	92,919.00	Total Budget	92,919.00
Total NEH	92,919.00		

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Creating an Interdisciplinary Minor in Digital Humanities

Project Summary

With support from a Humanities Initiatives at HBCUs award, Grambling State University's departments of English and History, working with other departments on campus, will design and implement a new interdisciplinary minor in Digital Humanities. Grant funding will go toward training humanities faculty in interdisciplinary techniques and in pedagogy appropriate to the Digital Humanities during planning stages for that minor.

Narrative

Intellectual Rationale

Even if many students resist expectations of the “digital native,” today’s information and artifacts of culture are increasingly born digital. When computers and computational processing power are ubiquitous, this cannot be surprising. A book may be written in a word processing application, submitted to an agent using email, typeset by the publisher on the screen, reviewed as proofs in PDF, and finally read as an ebook. What’s more, research in the humanities has also adapted to the strengths of the age: Art historians use digital tools to study compositional techniques of paintings, classics scholars computationally read patterns in large collections of texts, oral historians record their work as MP3 files, and archaeologists map sites using global positioning satellites and specialized GIS software. Even when a work is not *born* digital, there is abiding enthusiasm for the digital *rebirth* and preservation of documents digitized onto websites with global access, of videos remastered and shared via online video platforms, occasionally resulting in a new genre of collaborative, crowd-sourced, preservation-cum-analysis that would be otherwise impossible without the internet.

This is the contemporary paradigm for which Grambling State University is designing an interdisciplinary minor in Digital Humanities, responding to a growing local interest in programs contextualizing the digital within a broader world. On campus, such a curriculum would take advantage, for instance, of ongoing efforts to digitize and make available extant issues of the student newspaper *The Gramblinite*, and it would pedagogically situate proposed work documenting local history of segregation-era schools with supplemental oral histories. As data and technology are integral to the education of the modern student, the university will offer students an interdisciplinary approach to studying the human experience, combining digital tools

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and methods with the best practices of a tradition of humanistic inquiry. This program is being offered as a minor in order to reach a greater number of students. Those majoring in humanities fields like History and English would be clearly served by such a minor, but majors in other disciplines like Computer Science, Mass Communications, Sociology, and the university's new program in Cybersecurity would equally benefit from the training such a program would offer, gaining experience using the tools of data work as they grow in familiarity with the means of studying qualitative and unstructured data. Whether a student is coming from a background in information literacy or in the humanities, such an interdisciplinary minor bridges the gap to give more coverage than can be offered in a traditional program of study.

The need for this kind of a program is felt keenly by Grambling's student body. Incoming students arrive on campus underprepared in the humanities and often without much exposure to computers. While state admission guidelines require four years of high school classes in English and four years of classes in history and government, the university's average incoming ACT English score is 19.2 (as of Fall 2018), and students enrolled in developmental courses can be admitted with English ACT scores far lower than that. They also face disparities when it comes to the use of computers and technology. Grambling's students are typically drawn from under-resourced communities in rural north Louisiana, and 87% of those attending rely on federal Pell grants to assist with costs of tuition. While scholarship and practice shift toward digital work and analysis, many Grambling students risk being left behind, lacking as they are in experience with and confidence in using the computer for anything other than simpler tasks.

Grambling's students are proud of the university's motto to be the kind of place "Where everybody is somebody," and they often cite it. They choose to attend Grambling, and they put their trust in it, because they see it as an investment in their future lives, an important step toward

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the goal of *being somebody*. As the trajectories of the world shift around us, with a new emphasis on careers in areas like data analysis, cybersecurity, and digital media, Grambling State University owes its students an opportunity to be ready for that world. This “Humanities Initiatives at HBCUs” grant would support faculty at the university, affording them the time and training necessary to develop a sufficient program worthy of students’ hopes.

Content and Activities

The proposed curriculum for the interdisciplinary minor in Digital Humanities (see Appendix A) is designed to prepare students for best practices in the humanities while also familiarizing them to methods that might directly prepare them for future work, whether in the classroom or a career. Designed to embrace breadth of study, the minor will guide students through a series of six courses (18 credits): *one* new general introduction to digital humanities (3 credits), *three* courses chosen from new and existing offerings in digital methods (9 credits), *one* chosen from existing relevant courses in adjacent disciplines (3 credits), and *one* senior capstone project in existing courses (3 credits).

The strength of such a curriculum is in its breadth, but this breadth can present a barrier to faculty. In preparation for offering such a course of study, this funding opportunity will bring consultants to campus for three years, training faculty, working with faculty to use existing digital resources in the humanities, helping them to understand use cases for new methods and techniques, leading them to gain familiarity with best practices in teaching Digital Humanities, and providing context for broader consideration once the program is well underway.

For these activities, faculty are especially keen to create a community of learners across disciplines on campus and north Louisiana. Project members expect the participation of about ten

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Grambling faculty members in addition to the project co-directors and core faculty. These faculty will not be limited to the core humanities departments of History and English and Foreign Languages; rather, faculty from DH-adjacent departments like Computer Science, Mass Communications, Sociology, Psychology, and others, will also be encouraged to participate. In addition to these on-campus faculty, humanities scholars from other universities in north Louisiana—including Louisiana Tech University, University of Louisiana in Monroe, Louisiana State University in Shreveport, and Centenary College—will also be invited. It is hoped that inviting participation of faculty from these other universities, all situated less than an hour away from Grambling, will help to build a network of scholars across institutions.

First Year: The first summer will bring to campus a digital humanities generalist who will work with Grambling and non-Grambling faculty over a week-long workshop. This workshop will serve as an intensive introduction and an opportunity to develop learning activities for new and existing classes. Over the course of the week, faculty will be introduced to existing projects—like the University of Delaware’s Colored Conventions Project, St. John’s University’s project Ensuring Access to Endangered and Inaccessible Manuscripts, Emory’s Documenting Slave Voyages project, and James Madison University’s project in Circulating American Magazines—and use material from these to build coursework for traditional classes on Grambling’s campus. Additionally, they will experience and learn to use tools like Voyant, Omeka, and others, and they will be provided with hands-on assistance and encouragement to incorporate some of these into appropriate projects for their classes. Finally, they may be briefly exposed to some more advanced tools, like Gephi, GIS, coding, and data visualization to encourage further learning in the future. Progress in this first workshop will be documented on a program website.

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Texts for this first workshop will likely include *Debates in the Digital Humanities* (University of Minnesota, 2012), edited by Matthew K. Gold; *Using Digital Humanities in the Classroom* (Bloomsbury, 2017), written by Claire Battershill and Shawna Ross; and *Doing Digital Humanities* (Routledge, 2016), edited by Constance Crompton, Richard J. Lane, and Ray Siemens. The first of these texts has been selected because it offers a wide scope for introduction, and its essays include clear summaries and engagement with ongoing discussions in the field; moreover, a Teaching the Digital Humanities section of eight essays allows closer consideration for the role and purpose of faculty teaching courses in DH. The latter two texts are more practical, offering suggestions for direct application in teaching and research projects. (Appendix A includes some additional texts that might be considered.)

Ultimately, this first workshop should result in the creation of learning activities or courses, and the consultant will work with faculty members to move beyond the shock of the new. After the workshop in the first year, Grambling faculty will finalize proposals for some new coursework in the digital humanities, including the overview class titled Introduction to the Digital Humanities and at least one class each in History (e.g., Introduction to GIS) and in English (e.g., Methods of Distant Reading). By the end of this year, the proposal for the new interdisciplinary minor should be submitted to university bodies for approval.

Second Year: A shorter workshop in the second summer, open again to Grambling faculty and non-Grambling faculty alike, may focus more on some specific element, method, or tool. The decision for the topic of this second workshop may depend in part on participants' interests after the first workshop. Rather than broadly working to introduce faculty to the scope of possibilities in the Digital Humanities, this second workshop should focus more intensely on depth of some

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key aspect—for instance, using Omeka to develop and curate an exhibition, spending time on plugins for mapping, annotation, networks, timelines, blogging, et cetera. Whatever the focus is chosen for this second workshop, it should result in faculty having greater familiarity in that element, method, or tool, reflected again in the creation of new learning activities.

By the end of this second year, Grambling faculty in English and History should have taught at least one semester of the new Introduction to Digital Humanities course, which should lead to internal evaluation of class size, student completion, and satisfaction. Additionally, in this second year, faculty will finalize proposals for at least one more class in each core humanities department.

Third Year: The final year of the grant will bring to campus a third consultant to offer outside opinion of the program as a kind of evaluation, with suggestions for further work. This visit will culminate in something like a round-table discussion for the campus and local community during the academic year. While the scope of Grambling's interdisciplinary minor will not be limited to African American studies, this third consultant may contextualize the Digital Humanities in an African American context for faculty and students. For this reason, the consultant invited in the third year may be a scholar associated with University of Maryland's African American History, Culture, and Digital Humanities Initiative, or someone associated with a similar program at another university.

By the end of this final year in the grant period, faculty may finalize proposals for additional coursework, or they may revise existing courses to incorporate suggestions and ongoing work. Faculty will begin identifying professional conferences to report on the work.

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Project Personnel

Four Grambling faculty members, represented equally by faculty in English and in History, comprise the key project personnel. Collectively, they will organize on-campus workshops, including overseeing the selection of external consultants and the attendance of participants from on campus and off campus; they will follow university protocol to design and propose new courses; they will follow appropriate steps to design, propose, and administer the new minor; they will promote the new minor both on and off campus; and they will assess progress toward project goals each year, proposing changes where needed. These tasks will be shared unequally, with project co-directors undertaking greater responsibility than project core faculty members.

Project co-director **Dr. James Clawson** is Ann Petry Endowed Professor and Associate Professor of English. His research focuses on 20th c. literature and Digital Humanities, areas in which he has presented and published. His organizational experiences include a campus-wide interdisciplinary symposium in 2018, panels for national conferences, and international conferences. He has been at Grambling ten years.

Project co-director **Dr. Edward Holt** is Assistant Professor of History. His background includes extensive published research in medieval history and work in the Digital Humanities. His relevant experience includes organizing a panel for a national conference and serving as the conference organizer for international conferences. He has been at Grambling one year.

Project core faculty member **Dr. Roshunda Belton** is Benjamin A. Quarles Endowed Professor, Associate Professor, and Chair of the Department of History. She has published and presented on 19th c. British and American history. In addition to serving as department chair, she coordinates the MA program in Social Sciences; duties of these roles include enhancing curricula, so her project work is university funded. She has been at Grambling twelve years.

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Project core faculty member **Catherine Bonner** is Lecturer of English. Her research interests include African American literature and history of the 20th century, including work on oral history and public history. In addition to attending NEH institutes in related areas, her relevant experience includes organizing a Louisiana Endowment of the Humanities-funded program on local civil rights history in 2018. She has been at Grambling twelve years.

With more than 35 years of combined experience on Grambling's campus, these key project personnel include both established faculty and relative newcomers. As their interests extend beyond respective departments, they constitute an ideal balance to begin a new interdisciplinary program that will outlive the project's three funded years.

Institutional context

The humanities play a vital role in any liberal arts education, and this is no less true for Grambling State University. As part of general education requirements, students take courses in English and in history; depending on their majors, they also choose among additional courses in history, literature, writing, philosophy, foreign languages, and the humanities at large. All of these courses are served by humanities faculty in two departments: (1) Department of History, which offers a history major and a history minor; and (2) Department of English and Foreign Languages, which offers an English major and minors in English, in French, or in Spanish.

Grambling's humanities faculty members are dedicated educators, and the numbers show it. In Spring 2019, the 32 faculty in History or in English and Foreign Languages offered 117 classes, with average enrollments topping more than 31 students each. And many of these courses are sections of a small number of approved general education classes. Releasing some pressure from these courses, the proposed new introductory course in Digital Humanities should

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—with approval—satisfy a general education requirement, thereby offering curricular vitality that could be taught by faculty in either department. Additionally, other courses under consideration for this new interdisciplinary minor should also satisfy elective options for respective majors, potentially attracting new students to these programs. With about 55 students majoring in History, only about 20 students majoring in English, and around 15 students minoring in either, new interest is welcome. The proposed training workshops will benefit faculty in these departments and select faculty in other departments as well.

On-campus humanities resources include the Eddie G. Robinson museum and archives of campus and local history. Currently, the library is housed in a multi-use building on campus, but the university will break ground in Fall 2019 on a new “digital” library with 500 computer stations and adding more than 50,000 square feet of learning space to campus. The digital focus of this new library will be a fitting complement to the proposed program in Digital Humanities.

Follow-up and dissemination

By a wide margin, students at Grambling prefer professional programs or programs with a STEM focus over those in the humanities. Whatever has caused this trend among students, many enroll at Grambling with deficiencies in their measurable English skills, and many avoid existing opportunities to address these deficits. Digital and project-based approaches that are common to study in the Digital Humanities may provide students a sufficiently new opportunity to encourage study in the humanities. Moreover, the experience gained in these Digital Humanities tools and methods can directly apply to students’ future careers. It is therefore reasonable to hope that this new interdisciplinary minor may eventually attract more students than are currently enrolled as minors in all existing humanities programs.

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Because external faculty from neighboring institutions will be invited to participate in workshops from the first year, project efforts will never be limited to Grambling. Faculty will share the curricular model with neighboring institutions and will be encouraged to present on the process and conclusions at professional conferences. A program website will document progress.

University administration has promised financial support extending beyond the extent of this grant period, including funding for faculty and students to present at conferences, for technical upgrades, and for inviting additional guests to campus beyond the initial three years.

Evaluation

Working in collaboration, the co-directors and core faculty members will design performance-based evaluation metrics using the university's existing performance assessment tool (Taskstream). Faculty who attend training workshops will receive surveys assessing their satisfaction and interest levels; responses to surveys in the first year will be taken into consideration when planning workshops in subsequent years.

By the end of the grant period, faculty will have designed a number of new courses, had them approved, and taught at least some of them: by the end of the first year, project members should submit three new courses for university approval, along with the new minor; by the end of the second year, faculty should have submitted two additional new courses and taught at least one course designed in the first year. The project will be considered successful if, by the end of the grant period, the new minor is responsible for a 50% increase in the number of students minoring in humanities programs at Grambling State University.



Humanities Initiatives BUDGET FORM

OMB No 3136-0134
Expires 6/30/2021

Applicant Institution: *Grambling State University*

Project Director: *James Clawson and Edward Holt*

Project Grant Period: *02/01/20 through 01/31/2023*

Item	Computational Details/Notes	(notes)	Year 1	(notes)	Year 2	(notes)	Year 3	Project Total
1. Salaries & Wages: Name and Title <i>(Including stipends for faculty participants--for personnel <u>employed by applicant Institution</u>)</i>	Institutional base salary (IBS) for faculty or full-time equivalent (FTE) for non-faculty	% of IBS or FTE		% of IBS or FTE		% of IBS or FTE		
Project Co-Director, Clawson	Academic year salary = (b) (6)	10%	(b) (6)	10%	(b) (6)	5%	(b) (6)	(b) (6)
Project Co-Director, Holt	(b) (6)	10%	(b) (6)	10%	(b) (6)	5%	(b) (6)	(b) (6)
Bonner, Project Core Faculty	(b) (6)	5%	(b) (6)	5%	(b) (6)	2%	(b) (6)	(b) (6)
Belton, Project Core Faculty		5%	(b) (6)	5%	(b) (6)	2%	(b) (6)	(b) (6)
Additional Compensation above Institutional base salary for 10 faculty participants	\$100/day	5 days	\$5,000	4 days	\$4,000			\$9,000
2. Fringe Benefits								
Co-Project Director, Clawson	percentage of funded portion	29%	(b) (6)	29%	(b) (6)	29%	(b) (6)	(b) (6)
Co-Project Coordinator, Holt		29%	(b) (6)	29%	(b) (6)	29%	(b) (6)	(b) (6)
Bonner, Core faculty, Project Team Member		29%	(b) (6)	29%	(b) (6)	29%	(b) (6)	(b) (6)
Belton, Core faculty, Project Team Member		29%	(b) (6)	29%	(b) (6)	29%	(b) (6)	(b) (6)

3. Consultant Fees and Honoraria (personnel <u>not employed by applicant Institution</u>)								
content consultant 1	\$600/day	5	\$ 3,000					\$3,000
content consultant 2	\$600/day			4	\$ 2,400			\$2,400
content consultant 3	\$600/day					2	\$ 1,200	\$1,200
Stipends for 10 faculty participants from other institutions	\$100/day per participant	5	\$ 5,000	4	\$ 4,000			\$9,000
4. Travel								
consultant 1	College Station, TX, to Grambling, LA: 5 days per diem @ \$61/day; 5 nights hotel @ \$95/night; airfare @ \$550		\$1,330					\$1,330
consultant 2	Chicago, IL, to Grambling, LA: 4 days per diem @ \$61/day; 4 nights hotel @ \$95/night; airfare @ \$550				\$1,174			\$1,174
consultant 3	College Park, MD, to Grambling, LA: 2 days per diem @ \$61/day; 2 nights hotel @ \$95/night; airfare @ \$550						\$862	\$862
5. Supplies & Materials								
Project-related books for library			\$1,000		\$1,000		\$1,000	\$3,000
Books for faculty core team and faculty participants, 13 sets @ \$200/set			\$2,600		\$2,600			\$5,200
6. Services								
Photocopying			\$100		\$50		\$50	\$200

Digital and website support, IT / Media / etc.			\$4,000		\$1,000		\$1,000	\$6,000
7. Other Costs								
								\$0
7a. Total Direct Costs (the sum of items 1-7)			\$36,734		\$30,928		\$11,496	\$79,157
8. Indirect Costs - per year @48.25% of salary			\$5,500		\$5,500		\$2,762	\$13,761
9. Total Project Costs (the sum of items 8 and 9—Direct and Indirect Costs—for the entire project)								\$92,919
10. Project Funding		a. Requested from NEH						\$0
								\$0
				TOTAL REQUESTED FROM NEH:		\$92,919		
		b. Voluntary Cost Sharing		Applicant's Contributions:				\$0
				Third-Party Contributions:				\$0
Project Income:						\$0		
		TOTAL COST SHARING:				\$0		
11. Total Project Funding								\$92,919

Appendices

Appendix A – Plan of Work, List of Readings, Potential Consultants, Draft

Curriculum, Related Programs

Schedule of Year One Activities

Feb. – March 2020	<p>Select and secure first-year consultant for summer 2020 workshop. Identify potential consultants for summer 2021 and for Fall 2022.</p> <p>Solidify details for on-campus summer 2020 workshop.</p> <p>Advertise availability of workshops to on-campus and off-campus faculty and solicit notifications of interest.</p>
April 2020	<p>Notify selected faculty.</p> <p>Finalize book list for first workshop and purchase books for participants.</p>
Summer 2020	<p>Planning meeting by key project faculty. Identify and divide tasks for the rest of the summer.</p> <p>Begin to set goals for the program establishing thresholds for class enrollment, student interest, improved performance metrics for student ability, and other important areas. Establish ways of measuring these to be used in future classes designed for the minor.</p> <p>Prepare survey to be administered after on-campus workshop. (Consider reusing material designed for students to test it with faculty participants).</p> <p>First on-campus workshop, 5 days, with first consultant providing a general introduction and overview for Digital Humanities work. This workshop could in theory be held the first week of August, but other options are possible.</p> <p>Begin preparation of proposals for three new courses (Introduction to Digital Humanities, plus one course each in History and English).</p> <p>Begin preparation of proposal for new interdisciplinary minor in Digital Humanities.</p> <p>Create website for documenting the first workshop and for advertising the program.</p>

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Schedule of Year One Activities

End of Summer 2020	<p>Administer survey to workshop participants and analyze results.</p> <p>Choose topic for Summer 2021 workshop. Select and secure consultant for Summer 2021. Finalize dates and begin working on details.</p> <p>Begin to order any necessary materials for Summer 2021</p>
Fall 2020	<p>Submit proposals for three new courses to university bodies for approval.</p> <p>Submit proposal for new interdisciplinary minor to appropriate bodies for approval.</p> <p>Follow these proposals through as needed.</p>

Schedule of Year Two Activities

Jan. – March 2021	<p>Finalize remaining details for second on-campus workshop.</p> <p>Finalize names of faculty participants. Advertise for new participants if necessary.</p> <p>Continue to follow proposals through as needed.</p>
April 2021	<p>Notify selected faculty, if necessary. Finalize purchases of materials for summer workshop.</p>
Summer 2021	<p>Internal evaluation by key project faculty, identifying what's working and what should change. Identify and divide tasks for the rest of the summer.</p> <p>Second on-campus workshop, 4 days, with second consultant providing a closer consideration for some aspect of work in Digital Humanities.</p> <p>Begin preparation of proposals for two new courses (one course each in History and English).</p> <p>Substantial update of website to accommodate the second workshop and for advertising the program. Add hooks for eventual addition of public-facing course website.</p>

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Schedule of Year Two Activities

End of Summer 2021	<p>Administer survey to workshop participants and analyze responses.</p> <p>Select and secure consultant for Fall 2022 workshop and roundtable. Begin selecting dates and working on details.</p> <p>Share course materials for Introduction to Digital Humanities (if it has been approved to be taught in Fall 2021) among participants in the first two workshops. Finalize public-facing course website.</p>
Fall 2021	<p>Teach Introduction to Digital Humanities if it has been approved to be taught in Fall 2021.</p> <p>Submit proposals for two new courses to university bodies for approval.</p> <p>Continue to follow any existing proposals through to approval as needed.</p>

Schedule of Year Three Activities

Spring 2022	<p>Teach Introduction to Digital Humanities if it is being taught in Spring 2021. Potentially, teach other new courses for the minor.</p> <p>Continue to follow any existing proposals through to approval as needed.</p>
Summer 2022	<p>Internal evaluation by key project faculty, identifying what's working and what should change. Identify and divide tasks for the rest of the summer.</p> <p>Finalize outstanding details for Fall 2022 workshop and roundtable.</p> <p>Update of website to refresh material and to advertise the workshop and roundtable for Fall 2022.</p> <p>Evaluate curriculum goals of existing courses to modify, or work on design for new courses. Evaluate progress on goals set summer 2020.</p>
Fall 2022	<p>On-campus workshop and roundtable, featuring third consultant.</p>

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Schedule of Year Three Activities

Dec. 2022 – Jan. 2023

Internal evaluation.

Begin identifying future conferences to report on work.

NB: Grant-funded activities will not include project-related activities like teaching or other work completed by project personnel during an academic year.

Lists of Readings

Potential readings for the first workshop include the following:

- Battershill, Claire, and Shawna Ross. *Using Digital Humanities in the Classroom: A Practical Introduction for Teachers, Lecturers, and Students*. Bloomsbury, 2018.
- Crompton, Constance, Richard J. Lane, and Ray Siemens, editors. *Doing Digital Humanities: Practice, Training, Research*. Routledge, 2016.
- Gold, Matthew K., editor. *Debates in the Digital Humanities*. U of Minnesota P, 2012.
- Klein, Lauren F., and Matthew K. Gold, editors. *Debates in the Digital Humanities 2016*. U of Minnesota P, 2016.

Literature-related readings for other classes or later workshops may include material from the following:

- Archer, Jodie, and Matthew L. Jockers. *The Bestseller Code: Anatomy of a Blockbuster Novel*. St. Martin's, 2016.
- Da, Nan Z. "The Digital Humanities Debacle: Computational Methods Repeatedly Come Up Short." *Chronicle of Higher Education*, 27 Mar. 2019, chronicle.com/article/The-Digital-Humanities-Debacle/245986.
- Jockers, Matthew L. *Macroanalysis: Digital Methods and Literary History*. U of Illinois P, 2013.
- Moretti, Franco. *Graphs, Maps, Trees: Abstract Models for a Literary History*. Verso, 2005.
- Underwood, Ted. *Distant Horizons: Digital Evidence and Literary Change*. U of Chicago P, 2019.

Additional readings for other classes or later workshops may include material from the following list specializing in digital history:

- Brügger, Niels. *The Archived Web: Doing History in the Digital Age*. MIT P, 2018.
- Cohen, Daniel J., and Roy Rozenzweig. *Digital History: A Guide to Gathering, Preserving, and Presenting the Past on the Web*. U of Pennsylvania P, 2006.
- Dougherty, Jack, and Kristen Nawrotzki, editors. *Writing History in the Digital Age*. U of Michigan P, 2013.
- Noble, Safiya Umoja. *Algorithms of Oppression: How Search Engines Reinforce Racism*. NYU P, 2018.
- Wernimont, Jacqueline. *Numbered Lives: Life and Death in Quantum Media*. MIT P, 2019.

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Partial Draft List of Potential Consultants for Workshops

When informally approached, she expressed preliminary willingness to serve as a consultant for one of the workshops:

Shawna Ross, Texas A&M— author of many articles, co-author of *Using Digital Humanities in the Classroom* (Bloomsbury, 2017), co-editor of *Reading Modernism with Machines* (Palgrave, 2016).
keywords: digital humanities pedagogy; literature

Not yet approached formally or informally to serve as a consultant for one of the workshops, this partial list of potential consultants is one from which faculty might start to approach scholars:

P. Gabrielle Foreman, University of Delaware—founding director of *Colored Conventions Project*, author of many works, including *Activist Sentiments: Reading Black Women in the Nineteenth Century* (U of Illinois Press, 2009), editor of *Our Nig, Or, Sketches from the Life of a Free Black* (by Harriet Wilson [orig. 1859], Penguin, 2005)
keywords: African-American studies; digital project management; history; literature

Daryle Williams, University of Maryland—co-principal investigator of *Slave Biographies: The Atlantic Database Network*; author of many works, including *Culture Wars in Brazil: The First Vargas Regime, 1930-1945* (Duke UP, 2001) and *The Rio de Janeiro Reader: History, Politics, Culture* (Duke, 2015).
keywords: African-American studies; digital project management; geospatial studies; history

Ryan Cordell, Northeastern University—core founding faculty member in the NULab for Texts, Maps, and Networks, primary investigator in the Digging Into Data project *Oceanic Exchanges*, collaborator in NEH- and ACLS-funded *Viral Texts* project, author of many works, including “How Not to Teach Digital Humanities” in *Debates in the Digital Humanities* (U of Minnesota Press, 2016).
keywords: digital humanities pedagogy; digital project management; geospatial; literature; newspaper history

Anne Knowles, University of Maine—co-founder of Holocaust Geographies Collaborative, co-editor of *Geographies of the Holocaust* (Indiana UP, 2014), editor of *Placing History: How Maps, Spatial Data, and GIS Are Changing Historical Scholarship* (ESRI Press, 2008) and *Past Time, Past Place: GIS for History* (ESRI Press 2002), author of many works, including *Mastering Iron: The Struggle to Modernize an American Industry, 1800-1868* (U of Chicago P, 2013).
keywords: digital project management; geospatial studies; history

Kim Gallon, Purdue—founder and director of the Black Press Research Collective, author of many works, including “Making a Case for the Black Digital Humanities” in *Debates in Digital Humanities* (U of Minnesota Press, 2015)
keywords: African-American studies; digital culture studies; newspaper history

Diane Jakacki, Bucknell University— author of many articles, co-editor of *Early Modern Studies After the Digital Turn* (Blackwell, 2016) and *Debates in Digital Humanities Pedagogy* (U of Minnesota Press, forthcoming).
keywords: digital humanities pedagogy; literature

Creating an Interdisciplinary Minor in Digital Humanities

Moya Zakia Bailey, Northeastern University—author of many works, including *#Hashtag Activism: Race and Gender in America's Networked Counterpublics* (MIT Press, forthcoming)
keywords: African-American studies; digital culture studies

Ted Underwood, U of Illinois, Urbana-Champaign—principal investigator of NEH- and ACLS-funded project *Understanding Genre in a Collection of a Million Volumes (1800-1949)*, author of many works, including *Why Literary Periods Mattered* (Stanford UP, 2013), *Distant Horizons* (U of Chicago Press, 2019)
keywords: digital project management; information science; literature; machine learning

Safiya Umoja Noble, UCLA—author of many works, including *Algorithms of Oppression How Search Engines Reinforce Racism* (NYU Press, 2018), co-editor of *The Intersectional Internet: Race, Sex, Culture and Class Online* (Peter Lang, 2016).
keywords: African-American studies; digital culture studies

Brian Mitchell, University of Arkansas at Little Rock—author of many works, contributor to *Slave Biographies: The Atlantic Database Network* with specialty in the free black community of New Orleans
keywords: African-American studies; history

Minor in Digital Humanities (Draft Curriculum)

An asterisk indicates a class that is not yet offered by the university; each of these would also serve related majors.

- **Overview (3 credits)**
 - * HUM XXX - Introduction to Digital Humanities
- **Digital Methods (9 credits; select three courses):**
 - CS 112 - Introduction to Big Data
 - MC 335 - Web Writing and Development
 - * HIS XXX - Introduction to GIS
 - * HIS XXX - Introduction to Public History
 - * HIS XXX - Methods of Oral History
 - * ENG XXX - Introduction to Text Analytics
 - * ENG XXX - Introduction to Electronic Literature
 - * ENG XXX - Methods of Distance Reading
- **Electives (3 credits, select one course):**
 - selected courses in Digital Arts
 - ART 200 - Introduction to New Media Art
 - ART 332 - Introduction to Digital Art
 - selected courses in Computer Science and Computer Information Systems
 - CIS 120 - Problem Solving
 - CS 110 - Computer Science 1
 - CS 115 - Foundation of Cybersecurity
 - selected courses in Mass Communications
 - MC 100 - Introduction to Mass Communication

Creating an Interdisciplinary Minor in Digital Humanities

- MC 103 - Intro to Multimedia Journalism
 - MC 225 - Mass Media Writing and Editing
 - MC 230 - Social and Mobile Media
 - MC 260 - Audio Production
- **Digital Humanities Project (3 credits; projects with instructor approval)**
 - HIS 490 - Senior Research
 - ENG 451 - Special Topics in Language and Literature

Potential Projects on Campus Supporting the Interdisciplinary Minor

*Digitizing *The Gramblinite**

The student newspaper has served the campus since 1935, but not without interruptions to its print run. While the university has slowly been working to digitize and make available the surviving issues of the newspaper, the majority of these past issues are now lost forever. As part of the new minor, faculty could offer coursework and training in the methods and techniques of digital preservation. Moreover, past issues of the newspaper, once available, would provide the program and the broader public useful content for studying and understanding, whether for close reading in context or for distant reading via methods of text analytics.

Preserving Local History

The integration of schooling made a great impact on the culture of North Louisiana. But since then, as years pass, memories fade, and generations of graduates pass away, the histories of many of these black-serving schools risk being lost. With a sufficient curriculum to support them, students trained in oral history could collect and manage an archive of interviews from attendees at these schools. Moreover, public history classes might each focus on a school as a project, documenting buildings before they crumble and pulling together the relevant interviews onto the same web page.

Appendix B — Résumés of Key Personnel

1. Project Co-Director Dr. James M. Clawson	24
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4. Project Core Faculty Ms. Catherine Bonner	36

James M. Clawson, BA, MSC, PHD

Home

(b) (6)

Work address:

Department of English
Jeanes Hall, Rm. 126
Grambling State University
Grambling, LA 71245

EDUCATION

- November 2007 PhD in English Literature, University of Edinburgh
- November 2003 MSc in Writing and Cultural Politics, University of Edinburgh
- May 2002 BA in Music and English, Denison University – *Summa Cum Laude*, Phi Beta Kappa

ACADEMIC APPOINTMENTS

- 2009–present Grambling State University, Louisiana
Ann Petry Endowed Professor in English (February 2017–present)
Associate Professor, tenured (Fall 2016–present)
Assistant Professor, tenure-track (Spring 2010–Spring 2016)
Lecturer II (Autumn 2009)
- 2011–2017 Louisiana State University in Shreveport
Adjunct Faculty, Graduate Faculty
- 2005–2009 The University of Edinburgh, Scotland
Graduate Teaching Assistant (2007–2009); Postgraduate Student TA (2005–2007)
- July 2006 Scottish Universities' International Summer School, Edinburgh, Scotland
Tutor (equiv. to adjunct or sessional instructor)

PUBLICATIONS

Monograph:

- Clawson, James M. *Durrell Re-Read: Crossing the Liminal in Lawrence Durrell's Major Novels*. Madison, NJ: Fairleigh Dickinson UP, 2016. 176 pages.

Articles and chapters:

- Clawson, James M. "Unhomely, Uncanny, Unmodern? Finding a Home for *The Avignon Quintet*." *Deus Loci: The Lawrence Durrell Journal* NS 15 (2018): 73–89.
- Gifford, James, James M. Clawson, and Fiona Tomkinson. Introduction. *Archives & Networks of Modernism*. Ed. Gifford, Clawson, and Tomkinson. Spec. issue of *Global Review: A Biannual Special Topics Journal* 1.1 (2013): i–x.
- Clawson, James M. "Subjective Diplomacy and Durrell: Response to Caroline Krzakowski." *Archives & Networks of Modernism*. Ed. James Gifford, James M. Clawson, and Fiona Tomkinson. Spec. issue of *Global Review: A Biannual Special Topics Journal* 1.1 (2013): 135–139.
- . "Urban Flight and Rural Reception: Modernist Refuge in *Panic Spring* and *The Dark Labyrinth*." *Durrell and the City*. Ed. Donald P. Kaczvinsky. Madison, NJ: Fairleigh Dickinson UP, 2012. 3–11.
- . "Heidegger on Rhodes: (Re)Reading Durrell's *Reflections of a Marine Venus*." *Deus Loci: The Lawrence Durrell Journal* NS 12 (2011–2012): 3–17.
- . "Between Physics and Metaphysics: Spenglerian Bergsonism in Durrell's *Revolt*." *Mosaic* 43.4 (December 2010): 123–139.

- . “‘The Length and Greatness of its History’: Durrell’s Mediterranean.” *A Café in Space: The Anaïs Nin Literary Journal* 3 (2005): 157–166.

Reviews:

- Clawson, James M. “American Literature: The Twentieth Century. 2. Fiction 1900–1945.” *The Year’s Work in English Studies* 97.1 (2018): 1075–1078.
- . “American Literature: The Twentieth Century. 2. Fiction 1900–1945.” *The Year’s Work in English Studies* 96.1 (2017): 1079–1082.
- . “American Literature: The Twentieth Century. 2. Fiction 1900–1945.” *The Year’s Work in English Studies* 95.1 (2016): 1105–1113.
- . “American Literature: The Twentieth Century. 2. Fiction 1900–1945.” *The Year’s Work in English Studies* 94.1 (2015): 1006–1009.
- . “American Literature: The Twentieth Century. 2. Fiction 1900–1945.” *The Year’s Work in English Studies* 93.1 (2014): 991–995.
- . Rev. of *Pied Piper of Lovers*, by Lawrence Durrell. New edition. *Deus Loci: The Lawrence Durrell Journal* NS 11 (2010): 129–132.
- . Rev. of *Closed Doors: An Answer to Bitter Lemons by Lawrence Durrell*, by Costas Montis. *Journal of Modern Greek Studies* 27.1 (2009): 191–193.
- . Rev. of *The MLA Style Manual and Guide to Scholarly Publishing*, 3rd ed. *College Literature* 36.3 (2009): 234–237.

Published as editor:

- Gifford, James, James M. Clawson, and Fiona Tomkinson, eds. *Archives & Networks of Modernism*. Spec. issue of *Global Review: A Biannual Special Topics Journal* 1.1 (2013). <<http://www.theglobalreview.net>>
- Axiotou, Georgia, et al, eds. *Evolutions*. Spec. issue 1 of *Forum* (2007). <<http://www.forumjournal.org/issue/view/56>>.

PRESENTATIONS

- With Hugh F. Wilson. “Another Candidate for the Primary Authorship of *De Doctrina Christiana*, the Treatise Currently Attributed to Milton.” International Milton Symposium 12. Strasbourg, France. 17–21 June 2019. (First author: Hugh F. Wilson. Second author: James M. Clawson)
- With Hugh F. Wilson. “*De Doctrina Christiana* and Milton’s Canonical Works: Computational Approaches to the Authorship Question.” Canadian Society for Renaissance Studies / Canadian Society for Digital Humanities. Congress of the Social Sciences and Humanities. University of British Columbia. Vancouver, Canada, 2–4 June 2019. (First author: James M. Clawson. Second author: Hugh F. Wilson.)
- “‘Mathematical Cherry’-Picking: Word Vectors of Durrell’s Late/Modernist Poetic Style.” The 47th Louisville Conference on Literature and Culture Since 1900. University of Louisville, KY. 21–23 Feb. 2019.
- “Literary Chromatics: Computational Approaches to Color in 19th. C. Texts.” Chicago Colloquium on Digital Humanities and Computer Science. 9–11 Nov. 2018.
- “Against ‘Serious’: Interrogating Durrell’s Literary and Commercial Fictions.” On Miracle Ground XX: Exile, Survival, Dissent. Conference of the International Lawrence Durrell Society. Chicago. 4–7 July 2018.
- With Hugh F. Wilson. “*The Four Ages of England: or, The Iron Age of ‘A. Cowley’*: Canonical or Apocryphal?” Convention of the Renaissance Society of America. New Orleans, LA. 24 March 2018. (First author: Hugh F. Wilson. Second author: James M. Clawson)
- “Loose Canon: Patterns of Prizewinning among Debut Novelists.” Chicago Colloquium on Digital Humanities and Computer Science. 17–19 Nov. 2017.
- “Prizeworthy: Lawrence Durrell and the Best Literary Prizes.” The 45th Louisville Conference on Literature and Culture Since 1900. University of Louisville, KY. 23–25 Feb. 2017.
- “Who’s Afraid of Topic Modeling? Proposing a Collaborative Workflow (with Virginia Woolf).” Chicago Colloquium on Digital Humanities and Computer Science. 11–13 Nov. 2016.

- "Data as Labyrinth: Reading Durrell with Charlock's Machine." On Miracle Ground XIX: Threading the Labyrinth: Durrell, Greece, and World War II. Conference of the International Lawrence Durrell Society. University of Crete. Rethymnon, Greece. 26–30 June 2016.
- "Romance in Retrospect: *Lanark* and Scottish Independence." The 43rd Louisville Conference on Literature and Culture Since 1900. University of Louisville, KY. 26–28 February 2015.
- "Serial Fiction and Parallel Characters from Doyle to Durrell." MSA 16: Confluence and Division. Modernist Studies Association. Pittsburgh, PA. 6–9 Nov. 2014. (seminar presentation)
- "Pessimist! Realist! Pragmatist! New Romanticism in Lawrence Durrell's Novels." On Miracle Ground XVIII: Durrell & Place. Conference of the International Lawrence Durrell Society. Fairleigh Dickinson University. Vancouver, Canada. 14–17 May 2014.
- "DEAR DIRTY DUBLIN: Ecocriticism and Joyce's Language of Flowers." The 42nd Louisville Conference on Literature and Culture Since 1900. University of Louisville, KY. 20–22 February 2014.
- "Knight and Nation: Twentieth-Century Arthurian Romance in Gray's *Lanark*." Conference of the Midwest Popular Culture and American Culture Association. St. Louis, MO. 11–13 October 2013.
- "'Dirty Cleans': Deep Ecology and the Romantic in Joyce's *Ulysses*." The 41st Louisville Conference on Literature and Culture Since 1900. University of Louisville, KY. 21–23 February 2013.
- "Using Digital Humanities Tools to Consider the Spectacle of Modernist Scholarship." MSA 14: Modernism and Spectacle. Modernist Studies Association. Las Vegas. 18–21 Oct. 2012. (seminar presentation)
- "'Dirty Eaters': Bloom's Eco-Critical Cycles in *Lestrygonians*." Year of *Ulysses* Online Lecture Series. Modernist Versions Project. 18 Oct. 2012. (invited)
- Respondent to Keynote Address by Christopher Butler. Durrell 2012: The Lawrence Durrell Centenary. On Miracle Ground XVII. Conference of the International Lawrence Durrell Society. Goodenough College and the British Library. London, UK. 16 June 2012. (invited)
- "Bravedent! Contextualizing the Uncanny." Durrell 2012: The Lawrence Durrell Centenary. On Miracle Ground XVII. Conference of the International Lawrence Durrell Society. Goodenough College and the British Library. London, UK. 13–16 June 2012.
- "Distancing Our Selves: Language and History in *The Avignon Quintet*." The 40th Louisville Conference on Literature and Culture Since 1900. University of Louisville, KY. 23–25 February 2012.
- "Art and Influenza: Late Modernist Parallax in Joyce Cary's *Triptych*." The 39th Louisville Conference on Literature and Culture Since 1900. University of Louisville. Louisville, KY. 24–25 February 2011.
- "Rural Reception in *Panic Spring* and *The Dark Labyrinth*." On Miracle Ground XVI. Conference of the International Lawrence Durrell Society. Louisiana Tech University. New Orleans, LA. 7–10 July 2010.
- "Beyond a Few Bad Novels: The Hobsbaum Group's Imaginative Glasgow." The 37th Louisville Conference on Literature and Culture Since 1900. University of Louisville. Louisville, KY. 19–21 February 2009.
- "'Better leave the rest unsaid': Denial and Exile in Durrell, Seferis, and Cyprus." On Miracle Ground XV. Conference of the International Lawrence Durrell Society. Université Paris X–Nanterre. Paris, France. 1–5 July 2008.
- "Postmodern Pygmalion: Robotic Women in Pynchon's *V.* and Durrell's *Nunquam*." Gender Trouble in Modern/Post-Modern Literature and Art. Haliç University. Istanbul, Turkey. 17–18 April 2008.
- "Visions and Revisions of Robotic Revolution: Fritz Lang's *Metropolis* and Lawrence Durrell's *Revolt of Aphrodite*." R|Evolutions: Mapping Culture, Community, and Change. University of Glasgow. Glasgow, UK. 19–21 October 2007.
- "Worlding the Spirit of Antiquity: Reflections on Durrell's Companion to the Landscape of Rhodes." Borders & Crossings VI. An International Conference on Travel Writing. University of Palermo. Palermo, Italy. 7–9 September 2006.
- "Charlock and the Archive: Duration, Decline, and Purity of the Present in Durrell's *Revolt*." On Miracle Ground XIV. Conference of the International Lawrence Durrell Society. University of Victoria. Victoria, Canada. 25–29 June 2006.
- "The Spirit of Sterility in the 'Brave New Chrysadimantine World' of Durrell's London." Representations of London in Literature: An Interdisciplinary Conference. Annual Literary London Conference. Kingston University. Kingston, UK. 14–16 July 2005.
- "'Half-Imagined (Yet Wholly Real)': Durrell's Liminality Located Mediterranean." Visualising Paradise: The Mediterranean. Conference of the Centre for Mediterranean Studies. University of Leeds. Leeds, UK. 13–15 September 2005.

“‘The Length and Greatness of its History’: The Mediterranean Spirit of Travel and Myth of Place in Durrell’s Family of Novels.” On Miracle Ground XIII. Conference of the International Lawrence Durrell Society. University of the Aegean. Rhodes, Greece. 27 June–2 July 2004.

Organized Panels, Seminars, and Conferences:

- “Lawrence Durrell and the Poetry of Late Modernism.” The 47th Louisville Conference on Literature and Culture Since 1900. University of Louisville, KY. 21–23 Feb. 2019. (panel)
- With Grace Austin. On Miracle Ground XX: Exile, Survival, Dissent. Conference of the International Lawrence Durrell Society. Chicago, IL. 4–7 July 2018. (conference)
- “Personal and Literary Refuge.” The 46th Louisville Conference on Literature and Culture Since 1900. University of Louisville, KY. 22–24 Feb. 2018. (panel)
- With Anna Lillios and Anne R. Zahlan. On Miracle Ground XIX: Threading the Labyrinth: Durrell, Greece, and World War II. Conference of the International Lawrence Durrell Society. University of Crete. Rethymnon, Greece. 26–30 June 2016. (conference)
- “Modern Myth and Legend: Modernism’s Mythologies.” The 44th Louisville Conference on Literature and Culture Since 1900. University of Louisville, KY. 18–20 Feb. 2016. (panel)
- “Modern Myth and Legend: Durrell and the Greek World.” The 44th Louisville Conference on Literature and Culture Since 1900. University of Louisville, KY. 18–20 Feb. 2016. (panel)
- “Literary Retrospectives: Politics and Place.” The 43rd Louisville Conference on Literature and Culture Since 1900. University of Louisville, KY. 26–28 Feb. 2015. (panel)
- “Literary Retrospectives: Lawrence Durrell.” The 43rd Louisville Conference on Literature and Culture Since 1900. University of Louisville, KY. 26–28 Feb. 2015. (panel)
- With James Gifford. “Coherent Fragments and the ‘Big Books’ of Modernism.” MSA 16: Confluence and Division. Modernist Studies Association. Pittsburgh, PA. 6 Nov. 2014. (seminar)
- “Landscape and Character in 20th C. ‘Big’ Books: Part 1.” The 42nd Louisville Conference on Literature and Culture Since 1900. University of Louisville, KY. 20 Feb. 2014. (panel)
- “Landscape and Character in 20th C. ‘Big’ Books: Part 2.” The 42nd Louisville Conference on Literature and Culture Since 1900. University of Louisville, KY. 20 Feb. 2014. (panel)
- “Lawrence Durrell’s Legacies.” The 41st Louisville Conference on Literature and Culture Since 1900. University of Louisville, KY. 22 Feb. 2013. (panel)
- With Georgia Axiotou, Stella Bolaki, Alex Christou, Sally Henderson, Joe Hughes, Lisa Otty, Marcelle Wong. Evolutions. School of Literatures, Languages and Cultures. University of Edinburgh. 22–23 September 2006. (conference)

PROFESSIONAL DEVELOPMENT / SEMINARS / WORKSHOPS / INSTITUTES

- Accepted participant. “Word Vectors for the Thoughtful Humanist.” Led by Julia Flanders and Sarah Connell. NEH Institute for Advanced Topics in the Digital Humanities. Northeast University. Boston, MA. 17–19 July 2019.
- Participant. “Best Practices for Data Visualization.” Led by Alison Hedley. DHSI @ Congress. University of British Columbia. Vancouver, Canada. 5 June 2019.
- Student. “Web APIs with Python.” Instructors Jojo Karlin, Patrick Smyth, Stephen Zweibel, and Jonathan Reeve. Digital Humanities Summer Institute. University of Victoria. Victoria, Canada. 4–8 June 2018.
- Student. “Stylometry with R: Computer-Assisted Analysis of Literary Texts.” Instructor Maciej Eder. Digital Humanities Summer Institute. University of Victoria. Victoria, Canada. 12–16 June 2017.
- Student. “Text Encoding Fundamentals and their Application.” Instructors Constance Crompton, Lee Zickel, and Emily C. Murphy. Digital Humanities Summer Institute. University of Victoria. Victoria, Canada. 5–9 June 2017.
- Student. “Understanding Topic Modeling.” Instructor Neal Audenaert. Digital Humanities Summer Institute. University of Victoria. Victoria, Canada. 13–17 June 2016.
- Accepted participant. “James Joyce’s *Ulysses*: Texts and Contexts.” Led by Kevin Dettmar and Paul Saint-Amour. NEH Summer Seminar. Trinity College, Dublin, Ireland. 18 June–20 July, 2012.

ACADEMIC SERVICE

fall 2018	Chair , Faculty Research Symposium Organized an interdisciplinary symposium for faculty research at Grambling State University.
2017–present	Reviewer , <i>Deus Loci: The Lawrence Durrell Journal</i> Read submissions and suggested publication action for a literary journal.
2014–present	Acting Webmaster , International Lawrence Durrell Society Oversaw active development for international literary society, including a redesign.
2013–present	Contributor , American Fiction 1900–1945, <i>Year's Work in English Studies</i> Reviewed scholarship to contribute to chapter on “American Literature Post-1900.”
2007–present	Creator and Maintainer , Biblatex-MLA Programmed open-source MLA-style citations, translated into multiple languages.
2015–2018	Member , General Education Committee, Grambling State University Represented colleagues on university committee
2016–2017	Chair , Recruitment and Retention Committee, Dept. of English and Foreign Languages, GSU Coordinated recruitment and retention efforts for department.
2015–2017	Reviewer , <i>Mosaic</i> Read submissions and suggested publication action for an interdisciplinary journal.
2011–2017	Member , Library & Learning Resources Committee, Grambling State University Represented College of Arts and Sciences on university committee; secretary 2013–present.
2009–2016	Member , Curriculum Development and Textbook Committees Organized, participated, and served actively on departmental committees.
2011–2015	English Coordinator , MARC and RISE, Grambling State University Advised minority science students in graduate school applications and GRE preparation.
2012–2013	Co-Organizer , Louisiana High School Poetry Contest Established, managed, and coordinated submissions and judging of statewide contest.
2012–2013	Curriculum and Assessment Consultant , Title III Grant, GSU Developed computer-lab composition courses; designed and maintained assessment standards.
7 Dec. 2012	Moderator , Twitter chat, <i>Year of Ulysses</i> Led and moderated discussion on “Sirens” chapter of James Joyce’s <i>Ulysses</i>
2011–2012	Institutional Contact , Next Generation Learning Challenge Grant, GSU Coordinated implementation and assessment for grant on blended teaching of composition.
2009–2012	Faculty Co-Advisor , English Club, GSU Advised students and student activities club associated with the Department of English.
2009–2011	Chair , Committee for Student Recruitment and Retention, English Department, GSU Organized and chaired meetings for departmental committee.

MEMBERSHIPS AND AFFILIATIONS

- Canadian Society for Digital Humanities. 2019–present
- Canadian Society for Renaissance Studies. 2019–present
- Association for Computers and the Humanities. 2016–present
- Modernist Studies Association. 2012–present.
- Modern Language Association. 2006–present.
- International Lawrence Durrell Society. 2003–present.
 - Executive Board, 2010–present; President, 2016–2018; Vice President, 2014–2016

Edward L. Holt

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holte@gram.edu

Education:

- 5/14- **Saint Louis University**
5/18 Ph.D. History with Distinction
Dissertation: "Liturgy, Ritual, and Kingship in the age of Fernando III of Castile-León (r. 1217-1252)"
Committee Members: Damian Smith (Advisor), Thomas Madden, Luke Yarbrough
Examination fields: Late Antique and Medieval Europe; Medieval Middle East and North Africa; Early Modern Mediterranean
- 8/12- **Saint Louis University**
5/14 M.A. History with Distinction
Advisor: Damian Smith
- 8/06- **Duke University**
5/10 B.A. History (Highest Distinction); B.A. Medieval and Renaissance Studies
Magna Cum Laude
Honors Thesis: "Out of Many, One?: the voice(s) in the crusade ideology of Las Navas de Tolosa." 100 pp.
- 10/08- **St. Catherine's College, Oxford University**
6/09 Visiting Student

Research:

Monograph

(In preparation) *Rituals of Leadership: Power and Memory in Thirteenth-Century Iberia*

Edited Volume

(Under Review) *The Sword and the Cross: Castile-León in the Era of Fernando III*. Brill

Journal Articles

- (Forthcoming) "Crusading Memory in the Templar Liturgy of Barcelona," *Crusades*
Winner of the Bernard Hamilton Essay Prize, Society for the Study of the Crusades and the Latin East, 2019
- "The Mystical Politics of Death in Medieval Iberia." *English Language Notes* 56, no. 1 (2018): 241-246.
- "In eo tempore: The Circulation of News and Reputation in the Charters of Fernando III." *Bulletin of Spanish and Portuguese Historical Studies* 42, no. 1 (2017): 4-22.
- "Cantigas de Santa Maria, Cantigas de Cruzada: Reflections of crusading spirituality in Alfonso X's Cantigas de Santa Maria." *Al-Masaq* 27, no. 3 (2015): 207-224.
Winner of the Best Early Career Article Prize,
Association for Spanish and Portuguese Historical Studies, 2018

(In preparation) “Between ‘Tyranny’ and ‘Gentleness’: the Construction of Fernando III and Christian Kings in Arabic-Islamic Sources”

Book Chapters

(Under Review) “*Laudes Regiae*: Liturgy and Royal Power in Thirteenth-Century Castile-León.”
In *The Sword and the Cross*, ed. Holt and Witcombe. Brill

Presentations

(Upcoming) 9th International Society for the Study of Crusades and the Latin East
Conference, London, England, June 29- July 3 2020

“*Estrela do mar*: the Sea as a Tool of Crusade in the *Cantigas de Santa Maria*”

(Upcoming) Rituals of the Heavenly and Earthly Kingdoms, Warsaw, Poland, May
20-22, 2020

“Mappa Regia: A Geospatial Analysis of Medieval Castilian Political Theology”

(Upcoming) Medieval Academy of America, Berkeley, CA, Mar. 26-28, 2020

“Return of the Queen: Juana, Castilian Queenship, and the County of Ponthieu”

Ritual and Religion in the Medieval World, Fordham University, NY, Mar. 31,
2019

“Constructing legitimacy: the transnational negotiation of royal religious identity.”

International Medieval Congress, Leeds, England, July 4, 2018

“*Et hostes superare*: the remembrance of crusading in the liturgies of medieval
Iberia”

Mediterranean Seminar Workshop, South Bend, IN, Feb. 2-3, 2018

Roundtable Discussant: “Does collective memory cross religious/linguistic/ethnic
boundaries in the Mediterranean?”

San Fernando and his age, Madrid, Spain, Oct. 6, 2017

“*Laudes Regiae*: liturgy and royal power during the reign of Fernando III”

Lineage, Loyalty, and Legitimacy in Iberia and North Africa (600-1600), Saint
Louis, MO, June 20, 2017

“Lineage, Loyalty, and Legitimacy in Iberian *Missae pro Rege*”

Mediterranean Seminar Workshop, Boulder, CO, Apr. 22, 2017

Roundtable Discussant: “Do mystical traditions have a politics?”

International Congress on Medieval Studies, Kalamazoo, MI, May 13, 2016

“Death in the Margins: memory and politics in the medieval martyrologies of
Burgos”

Kings & Queens Conference: Dynastic Loyalties, Greenville, SC, Apr. 9, 2016

“ ‘Betrayed so vilely’: Castilian reactions to the deposition of Sancho II of Portugal”

Historians of Medieval Iberia Symposium: Enemies and Friends, Stockholm, Sweden, Mar. 15, 2016

“*Bayna tagiyatin wa anatin*: Muslim perspectives on Fernando III of Castile-León”

Association for Spanish and Portuguese Historical Studies, Baltimore, MD, Mar. 22, 2015

“Fighting on the Spiritual Front: Liturgy, Devotion and Crusade in a Templar Sacramentary”

Renaissance Society of America, New York, NY, Mar. 28, 2014

“Secrets of a Spanish Polymath: Geronimo Cortes, Physiognomy, and the Inquisition”

International Symposium on Crusade Studies, Saint Louis, MO, Mar. 1, 2014

“*Cantigas de Santa Maria, Cantigas de Cruzada*: Reflections of Crusading Spirituality in Alfonso X’s *Cantigas de Santa Maria*”

Invited Talks

Keynote Speaker, Phi Alpha Theta Joint Conference of Louisiana Tech University and Grambling State University, Apr. 17, 2019

“History and the Global Mediterranean”

Panel Organizer

Ritual and Religion in the Medieval World. Fordham University, NY Mar. 30-31, 2019

“Politics by Other Means: Alternative Religious Discourses in the Thirteenth-Century World”

Conference Organizer

San Fernando and his age: Conference Commemorating the Octocentenary of the accession of Fernando III of Castile-León,
Madrid, Spain, October 6-7, 2017

Lineage, Loyalty, and Legitimacy in Iberia and North Africa (600-1600),
Saint Louis, Missouri, June 19-21, 2017

Awards and Honors:

- 7/19 Bernard Hamilton Essay Prize, Society for the Study of the Crusades and the Latin East
- 5/19 François Chevalier Fellow, Madrid Institute for Advanced Studies, 2019-2020
- 6/18 Junior Scholar Travel Grant, American Academy for Research Historians of Medieval Spain
- 2/18 Best Early Career Article Prize, Association for Spanish and Portuguese Historical Studies

- 8/17-5/18 University Teaching Fellowship, College of Arts and Sciences, Saint Louis University
- 3/17 1-8-1-8 Departmental Award, Saint Louis University
- 10/16 Regional Meeting Subvention, Association for Spanish and Portuguese Historical Studies
- 7/16-6/17 Saint Louis University Dissertation Fellowship, Office of Graduate Education
- 1/16 Newberry Renaissance Consortium Grant, Newberry Library
- 8/15 Heckman Stipend, Hill Museum and Manuscript Library
- 3/15 *Beca científica, Casa de Velázquez*, Madrid
- 5/11 Phi Beta Kappa
- 5/10 William T. Laprade Prize, Duke University, awarded to the most outstanding senior thesis of the year
- 3/09 Hilary Term Book Prize, St. Catherine's College, Oxford University
- 3/09 Phi Alpha Theta

Teaching and Professional Experience:

Teaching

- Fall 2018-present **Assistant Professor of History**, Grambling State University
 History 103, World History I: to 1500
 History 104, World History II: 1500 to present
 History 339, African History I: to 1800
 History 490, Senior Research Seminar
 Social Science 507, Graduate Writing for the Social Sciences
- 2017-2018 **University Teaching Fellow**, College of Arts and Sciences, Saint Louis University
 History 1110, Origins of the Modern World to 1500
 History 1120, Origins of the Modern World, 1500 to present
 History 2730, Crossroads of the World: The Middle East and North Africa through History, co-instructor with Dr. Luke Yarbrough
Instructor of Record, Saint Louis Community College
- Fall 2017 **Certificate for Online Course Development**, Quality Matters
- Summer 2016 **Teaching Assistant**, edX (online)
 Deciphering Secrets: Unlocking the Manuscripts of Medieval Burgos, Dr. Roger L. Martínez-Dávila

Fall 2014- May 2016 **Certificate for University Teaching Skills**, Reinert Center for Transformative Teaching and Learning, Saint Louis University

2013-2014 **Teaching Assistant**, SLU History Department

8/10-5/12 **Teacher**, Teach for America
Social Studies, Tallulah, Louisiana

Departmental (Administrative)

1/19-present **Advisor**, History Club, Grambling State University

8/16- 5/18 **Committee Member**, Undergraduate Recruitment and Development Committee, History Department, Saint Louis University

9/15-5/17 **Graduate Student Faculty Representative**, History Department, Saint Louis University

8/14-5/17 **Webmaster**, Departmental Website, History Department, Saint Louis University

4/15 **Conference Assistant**, *Religious Alterity and Political Power in Medieval Politics*
Madrid, Spain

8/12-5/13 **Research Assistant**, History Department, Saint Louis University
Director of Undergraduate Studies, Professor Flannery Burke
Developed new major requirements that encourages a synthesized and thematic approach to course profession; reviewed pedagogical literature concerning latest trends in best educational practices; recruited prospective majors through presentations and events.

Digital Humanities

5/13-8/13 **Graduate Assistant**, Vatican Film Library
Created thematic medieval and early modern library guides in order to facilitate access to relevant primary, secondary and archival sources.

10/06-5/10 **Archival Collections Processing Assistant**. Duke University RBMSCL Technical Services
Conducted historical research to compile biographical and historical information about selected archives in developing Finding Aids for the collections. Organized and introduced identifiable categories of description for historical materials in collections upwards of 100,000 items.

Languages: Spanish, Latin, German, Arabic

Professional Organizations: Medieval Academy of America, American Historical Association, Association for Spanish and Portuguese Historical Studies, American Academy of Research Historians of Medieval Spain, Royal Studies Network, Mediterranean Seminar, Spain-North Africa Project; PSALM (Politics, Society and Liturgy in the Middle Ages) Network; Society for the Study of the Crusades and the Latin East

Roshunda L. Belton, Ph.D.

Department Chair /Associate Professor of History
Department of History, Grambling State University, Grambling, LA 71245
318-274-2256 (office), beltonr@gram.edu

Education

- PhD** Louisiana State University, Baton Rouge, LA
Specialization in British/Intellectual History
Minor in Medieval History and Early African-American History
- Dissertation: “A Non-Traditional Traditionalist: Rev. A. H. Sayce and His Intellectual Approach to Biblical Authenticity and Biblical History in Late-Victorian Britain”
<http://etd.lsu.edu/docs/available/etd-11142007-140547/>
- MA** Louisiana Tech University, Ruston, LA
Ancient History
- BA** Louisiana Tech University, Ruston, LA
History

Professional Experience

Chair, Department of History, Grambling State University, Grambling, LA, August 2014-present

Conducted faculty meetings and encouraged departmental activity. Monitored departmental budget. Evaluated faculty based on academic and university service. Recommended the hiring of adjuncts and one visiting professor. Encouraged and engaged in recruitment activities. Submitted reports to the College, University, UL System, and Board of Regents. Developed course and curriculum alignments.

Coordinator of MA in the Social Sciences program, Full Graduate Faculty Status.

Monitor program and advise students. Additional graduate courses added to curriculum. Revised the comprehensive exam policies.

Publications

Article in Jolyon Girard, ed., *Encyclopedia on the American Presidency* (ABC-CLIO, forthcoming): “Millard Fillmore.”

Articles in Peg Lamphier and Rosanne Welch, eds., *Technological Innovation in American History: An Encyclopedia of Science and Technology* (ABC-CLIO, December 2018): “Joseph Priestley” and “W. K. Kellogg and Cornflakes.”

Articles in Peg Lamphier and Rosanne Welch, eds., *Women in American History: A Social, Political, and Cultural Encyclopedia and Document Collection* (ABC-CLIO, 2017): “Elizabeth Keckley” and “Mary Church Terrell.”

Book review of *History and International Relations: From the Ancient World to the 21st Century* by Howard LeRoy Malchow, for *The Sixteenth Century Journal: The Journal of Early Modern Studies* (2017).

Book review of *History and International Relations: From the Ancient World to the 21st Century*, by Howard LeRoy Malchow, for *Sixteenth Century Journal* (2017).

Book review of *Following Zwingli: Applying the Past in Reformation Zurich* by Luca Baschera, Bruce Gordon, and Christian Moser, eds., for the *Swiss American Historical Review* (2016).

Presentations

“Before There Was Billy Graham and T.D. Jakes, There Was.....: Eighteenth-Century Evangelicalism in Britain and America” presented at Historical Happenings Series, Lincoln Parish Library, Ruston, May, 2013. The presentation looks at the history of early American evangelicalism and its relationship to English evangelicalism.

”The Great Awakening: A Reflection of the European Enlightenment” presented at the British Scholar Annual Conference, Austin, TX, 2013. Paper treats the liberal roots of the First Great Awakening and argues that the First Great Awakening complimented the European Enlightenment.

“Reviving Ham: The Victorians’ Understanding of Self and Race,” presented at the National Association of African-American Studies, Baton Rouge, LA, 2012. The work examines how imperialists, especially Brits, used race to define themselves and justify imperialism.

“Defending the Faith,” presented at the British Scholar’s Conference, Austin, TX, 2011. The work examined the relationship between religion and science in late-Victorian Britain.

Professional Activities

Co-moderator of panel discussion Women Warriors: A Conversation, GSU, February 2018.

Chaired panel, topic History and Memory, Southwestern Social Science Conference, San Antonio, TX, April, 2014.

Member of Acquisition Review Board of Hawkins Publishing Group, September 2012-present.

Honors and Awards

Benjamin A. Quarles Endowed Professor in History

Catherine J. Bonner

(b) (6) (b) (6)
(b) (6)

Phone (b) (6) (home) (b) (6) (cell) 318.274.2274 ext. 2265 (work)
E-mail bonnerc@gram.edu (b) (6)

Education 1989 ABD American/African American Literature
University of Southwestern LA (now ULL at Lafayette)
1978 +30 certification English Education, Louisiana Tech University
1975 MA English Education, Louisiana Tech University
1971 BA English Education/Library Science (USL/ULL at Lafayette)

Honors/Awards Provost's Choice Award, Grambling State University, 2018
Service-Learning Award, Grambling State University, 2018
Office of Sponsored Programs, Grant Writing Award, GSU, 2018
Who's Who Among America's Teachers, Northwestern State University of
LA 1994, 1997, 2001, 2002
Doctoral Fellow, State of Louisiana, Board of Regents, 1985-87
Honor's Convocation honoree', University of Southwestern LA, 1989

Institutes NEH Summer Institute, "African American Struggles for Freedom and
Civil Rights, 1865-1965," June 27-July 22, 2011, Harvard University,
W.E.B. DuBois Institute, Cambridge

NEH Summer Institute, "African American History as Public History:
South Carolina as a Case Study," July 9-August 3, 2007, University of
South Carolina, Columbia

NEH Summer Institute, "Roots 2001: The African Dimension of American
Culture through the Transatlantic Slave Trade," June 4-29, 2001,
The University of Virginia, Virginia Foundation for the Humanities,
Charlottesville

Current Research Interests

Court Scenes in African American Fiction
African American Obituaries
1960s Civil Rights Literature
Afrofuturism

Work Experience

Grambling State University, January 2006-to-date (retired May 2004-December 2005; returned to work Jan. 2006)

Northwestern State University of LA 1989-2004

University of Southwestern LA (ULL), Graduate Teaching Assistant

Leesville High School, junior and senior-level English 1979-1989

Drew Elementary School, Librarian 1971-197

Teaching Assignments

Basic English II/Lab—English Pilot Program (co-requisite course) ENG 093

Freshman Composition I—English Pilot Program (co-requisite course) ENG 101

Basic English II/Lab—Regular ENG 093

Alternating and Previous Teaching Assignments

Introduction to Literature/ENG 202

Freshman Composition I01

Advanced Grammar & Tutorial ENG 310

World Literature ENG 200

Humanities of the South/HUM 301

Professional Memberships

The College Language Association (life member)

The Louisiana Endowment for the Humanities

Professional Activities

LEH grant-sponsored program: “Women Warriors: A Conversation,” February 2018

Presenter, SACSCOC convention, December 2015

The College Language Association 62nd Annual Convention, April 2002

The LEH Humanities Scholar Database (2001)

Moderator, International Kate Chopin Conference, NSU, Spring 1999

NSU Faculty Senate, 1994-96

SACS Self-study Student Development Committee, NSU 1994-95

Distinguished Lecturer, North Carolina Central University, Spring 1985

Published Activities

Contributing Editor, *Literature and the Writing Process*, 7th edition, Elizabeth McMahan, Susan X Day, Robert Funk, editors (2004)

Interviewed by Monica P. Carter. “Minorities & Women in Higher Education.” *Shreveport Times* 2 Dec. 1999: 1A

No Gains Without Pains: An Oral History of the Civil Rights Movement in Louisiana. One of seventeen narrators. Tapes; Presentation. 1979. Carlton James Collection, 161. University of Louisiana at Lafayette, Lafayette, Louisiana.

Appendix C — Support from Departmental Faculty and Other Institutions

Grambling History Faculty

1. Dr. Roshunda Belton, Department Chair	39
2. Ms. Yanise Days	40
3. Dr. Edward L. Holt	41
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Grambling English Faculty

5. Dr. Beatrice McKinsey, Department Chair	43
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Other Institutions

9. Dr. Terry Harris, Chair of English, Louisiana State University in Shreveport	47
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Subject: Digital Humanities
Date: Wednesday, July 10, 2019 at 12:41:40 PM Central Daylight Time
From: Roshunda Belton
To: James Clawson
Attachments: Outlook-1515699469.png

Dear Dr. Clawson,

I am writing to express my full support of the Digital Humanities Minor. It will be of great value to the University and further enhance the training of some history majors. Likewise, I would be interested in attending any digital humanities workshops to enhance my own familiarity with the topic.

Sincerely,
Roshunda



Roshunda L. Belton, Ph.D.

Chair | Associate Professor

Benjamin A. Quarles Endowed Professor

Department of History

Grambling State University | Grambling, LA 71245

Phone: 318-274-2256 | Fax: 318-274-3260

beltonr@gram.edu | www.gram.edu

Subject: Support Digital Humanities
Date: Wednesday, July 10, 2019 at 5:16:56 PM Central Daylight Time
From: Yanise Days
To: James Clawson
Attachments: Outlook-ebpkck05.png

Good afternoon Dr. Clawson,

Please accept this communication as an offer of my support and willingness to be a part of the working group for a new minor in Digital Humanities.

I am also willing to participate in any training and/or attend seminars that may be offered regarding this project.

Regards,



Yanise Days, Instructor
Department of History
Phone: (b) (6)
Fax: (318) 274-3260
Email: daysy@gram.edu



July 9, 2019

Dear Dr. James Clawson,

I write to provide my support for the digital humanities minor initiative at Grambling State University. I have published a peer-reviewed article using GIS analysis and would be excited to bring this knowledge to the working group and minor. I also look forward to participating in the digital humanities workshops in order to better integrate digital humanities in my scholarship and teaching.

If you have any questions or need any additional information, please do not hesitate to contact me at holte@gram.edu.

Sincerely,

Dr. Edward L Holt
Assistant Professor of History
Grambling State University

Subject: Letter of Support
Date: Thursday, July 11, 2019 at 4:43:20 PM Central Daylight Time
From: Brian McGowan
To: James Clawson
Attachments: vita 2 page.docx

Dr. Clawson,

As a faculty member in the Department of History, I would like to extend my support for your NEH Grant Proposal. I believe a minor in the Digital Humanities would strengthen our university and provide many opportunities for our students. I will be happy to attend your workshops and offer classes in the minor. Additionally I will be happy to act as a core faculty member in the new minor. I have attached my cv.

Good luck!

-Brian

Brian M. McGowan
Assistant Professor
Department of History
Grambling State University

Subject: Re: Creating a New Minor in Digital Humanities

Date: Thursday, July 11, 2019 at 1:23:00 PM Central Daylight Time

From: Beatrice McKinsey

To: James Clawson

Dr. Clawson,

I am happy to support the "Humanities Initiatives at HBCUs" grant. The list of courses all sound interesting. This type of grant is really needed at Grambling State University. I look forward to working with you.

Subject: Re: Creating a New Minor in Digital Humanities

Date: Thursday, July 11, 2019 at 9:11:22 AM Central Daylight Time

From: David Hodges

To: James Clawson, Beatrice McKinsey, Bernie Evans, Brenda Lewis, Catherine Bonner, Charles Snodgrass, Chimegsaikhan Banzar, Darren Mathews, Doris Smith, Edward Black, Evelyn Wynn, Hugh Wilson, Jennifer McMullen, Jim Kim, Marcy Haynes, Mica Gould, Miguel De Feo, Ruby Lewis, Thomas Tracy, Uju Ifeanyi, Samuel Moody, Samuel Moody, Wilson Duroseau

I am happy to support your work on digital humanities. I believe this kind of program would be of great value to our university and to society at large, and would meet a need to preserve our history in digitized formats, which seem to be the way things are going.

Subject: Re: Creating a New Minor in Digital Humanities

Date: Thursday, July 11, 2019 at 11:50:41 AM Central Daylight Time

From: Thomas Tracy

To: James Clawson

Dear Dr Clawson,

Thank you for your efforts to create a minor in digital humanities. Interdisciplinary studies such as this would be of great value to students at our (or any) university. The proposed new course offerings, including Introductions to Public History, Text Analytics, and Electronic Literature, as well as studies in Methods of Oral History and Distance Learning, would place Grambling in the forefront of the teaching of important new approaches to managing information. I wish you every success in this endeavor and if there is any assistance I can provide, please let me know. I look forward to seeing your progress in this important project.

Best wishes,

Dr Thomas J Tracy
Associate Professor of English
Grambling State University
P.O. Box 69
Grambling, LA 71245



July 10, 2019

Prof. James Clawson
Department of English
and Foreign Languages
Grambling State University
Grambling, LA 71245

Dear Professor Clawson,

I support your innovative initiative to establish an interdisciplinary major in the Digital Humanities. This project has a multi-faceted potential. My experience has led me to believe that the application of statistical digital analysis to long-standing problems in the humanities as the potential to resolve old controversies and to facilitate new discoveries. In some fields, it could lead to paradigm shifts, upsetting old assumptions and opening new vistas.

Well-informed students need to be aware of the potential uses, both positive and negative, of emergent technologies. In addition, the related new courses will tend to make our students better informed about technical possibilities, and more analytic. As a consequence, their horizons and their vocational opportunities will expand.

As a scholar in the humanities, I hope we can encourage the application of these new technologies for humane purposes: to modify the remark of Lord Bacon, for the “betterment of man’s–(mankind’s)–estate.”

Congratulations on your efforts.

Sincerely,

Hugh F. Wilson, PhD
Professor, Dept. of English
and Foreign Languages
Grambling State University
Grambling, LA 71245
(b) (6)
wilsonh@gram.edu

Subject: Digital Humanities
Date: Thursday, July 11, 2019 at 2:06:46 PM Central Daylight Time
From: Harris, Terry
To: James Clawson
Attachments: image001.jpg

James,

It was good to visit with you this afternoon and hear about your proposal to host workshops at your school on digital humanities with the goal of creating an interdisciplinary minor in digital humanities. I know that digital humanities has been one of your interests for several years now, and I thank you for sharing that interest with me.

All of us in the humanities are continually looking for ways to demonstrate the value of the humanities and expand our disciplines to a wider audience. A program in digital humanities is clearly one way to help us do that.

I am certain there are faculty here at LSUS in my department as well as others who would be interested in finding out more about digital humanities and its applications through workshops and other kinds of presentations. Let me know what we can do to help support your efforts.

Terry G. Harris, Ph.D.

Chair, Department of English and Foreign Languages
Louisiana State University Shreveport
258 Bronson Hall
Office: (318) 797-5368 Fax: (318) 797-5290
Terry.Harris@LSUS.edu www.lsus.edu

LSUS

Appendix D — Institutional Support

1. Dr. Connie Walton, Provost, Vice President of Academic Affairs	49
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Office of the Provost and Vice President of Academic Affairs

July 11, 2019

Division of Education Programs
National Endowment for the Humanities
400 Seventh Street, SW
Washington, DC 20506

Dear Program Officer:

This letter is being written in support of the proposal submitted by Grambling State University in response to the Humanities Initiatives at Historically Black Colleges and Universities solicitation. The title of the proposal is ***“Creating an Interdisciplinary Minor in Digital Humanities”***. This project supports the mission of Grambling State University that includes providing opportunities for students to acquire appropriate career skills through instruction, research, public service, and special programs.

Students who pursue this minor will achieve competencies that support the use of technology to study the human experience. These skills will increase the competitiveness of students when they are seeking internships and job placements. The program will also instill in students a passion for preserving historic milestones.

The Office of the Provost and Vice President for Academic Affairs will support maintaining this program long after the funding has ended. This support will include travel for faculty and students to attend conferences, upgrading of software, and leveraging funds to invite guest speakers to campus.

Sincerely,

Connie Walton, Ph.D.
Interim Provost and Vice President

Appendix E — Institutional Overview

Grambling State University opened on November 1, 1901 as the Colored Industrial and Agricultural School. It was founded by the North Louisiana Colored Agriculture Relief Association, organized in 1896 by a group of African-American farmers who wanted to organize and operate a school for African Americans in their region of the state. In response to the Association's request for assistance, Tuskegee Institute's Booker T. Washington sent Charles P. Adams to help the group organize an industrial school, of which Adams became founding president. After years of student body growth, the relocation of campus, a shifting curriculum, and the awarding of accreditation, the university acquired its current name and designation in 1974.

Today a comprehensive institution, Grambling State University provides opportunities for students to develop intellectually and to acquire appropriate career skills through instruction, research, public service, and special programs. The academic program is designed to meet the needs of all students enrolled, including those who may have been adversely affected by educational, social, or economic deprivation.

Degree Programs	26 Bachelor's 11 Master's 1 Doctorate
Colleges	Arts & Sciences Education Professional & Graduate Studies Business
Campus	375 acres 101 permanent structures
Enrollment	4,863 Total 3,583 Undergraduate 1,280 Graduate
Student Body	91% Black non-Hispanic 80% Louisiana Residents 87% Pell Grant Recipients
Student Success	60% First-Year Retention 35% Six-Year Graduation
Accreditation	Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)