NEH Application Cover Sheet (AB-269212)
Humanities Initiatives: HBCUs

PROJECT DIRECTOR
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USA

Field of expertise: British Literature

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

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GRANT ADMINISTRATOR
Mrs. Moroline Washington
403 Main St
Grambling, LA 71245-2715
USA

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Creating an Interdisciplinary Minor in Digital Humanities

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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.
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
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
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
Creating an Interdisciplinary Minor in Digital Humanities

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.
Creating an Interdisciplinary Minor in Digital Humanities

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
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.
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.
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
—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.
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**

Applicant Institution: *Grambling State University*

Project Director: *James Clawson and Edward Holt*

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

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| **1. Salaries & Wages:**  
Name and Title  
(Including stipends for faculty participants—*for personnel employed by applicant institution*) | Institutional base salary (IBS) for faculty or full-time equivalent (FTE) for non-faculty |         |        |         |        |         |        |              |
| 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%                              | 5%      | 2%     | 2%      |        |        |        |              |
| 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) |
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Appendices

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

Curriculum, Related Programs

Schedule of Year One Activities

| Feb. – March 2020 | Select and secure first-year consultant for summer 2020 workshop. Identify potential consultants for summer 2021 and for Fall 2022. Solidify details for on-campus summer 2020 workshop. Advertise availability of workshops to on-campus and off-campus faculty and solicit notifications of interest. |
| April 2020 | Notify selected faculty. Finalize book list for first workshop and purchase books for participants. |
| Summer 2020 | Planning meeting by key project faculty. Identify and divide tasks for the rest of the summer. 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. Prepare survey to be administered after on-campus workshop. (Consider reusing material designed for students to test it with faculty participants). 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. Begin preparation of proposals for three new courses (Introduction to Digital Humanities, plus one course each in History and English). Begin preparation of proposal for new interdisciplinary minor in Digital Humanities. Create website for documenting the first workshop and for advertising the program. |
### Schedule of Year One Activities

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

### Schedule of Year Two Activities

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

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## Schedule of Year Two Activities

### End of Summer 2021
- Administer survey to workshop participants and analyze responses.
- Select and secure consultant for Fall 2022 workshop and roundtable. Begin selecting dates and working on details.
- 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.

### Fall 2021
- Teach Introduction to Digital Humanities if it has been approved to be taught in Fall 2021.
- Submit proposals for two new courses to university bodies for approval.
- Continue to follow any existing proposals through to approval as needed.

## Schedule of Year Three Activities

### Spring 2022
- Teach Introduction to Digital Humanities if it is being taught in Spring 2021. Potentially, teach other new courses for the minor.
- Continue to follow any existing proposals through to approval as needed.

### Summer 2022
- Internal evaluation by key project faculty, identifying what’s working and what should change. Identify and divide tasks for the rest of the summer.
- Finalize outstanding details for Fall 2022 workshop and roundtable.
- Update of website to refresh material and to advertise the workshop and roundtable for Fall 2022.
- Evaluate curriculum goals of existing courses to modify, or work on design for new courses. Evaluate progress on goals set summer 2020.

### Fall 2022
- On-campus workshop and roundtable, featuring third consultant.
Creating an Interdisciplinary Minor in Digital Humanities

Schedule of Year Three Activities


- 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:


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


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

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

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

keywords: digital project management; geospatial studies; history

keywords: African-American studies; digital culture studies; newspaper history

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

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
2. Project Co-Director Dr. Edward L. Holt ................................................................. 29
3. Project Core Faculty Dr. Roshunda Belton ............................................................. 34
4. Project Core Faculty Ms. Catherine Bonner ......................................................... 36
James M. Clawson, BA, MSc, PhD

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

July 2006  Scottish Universities’ International Summer School, Edinburgh, Scotland
Tutor (equiv. to adjunct or sessional instructor)

Publications

Monograph:

Articles and chapters:


Reviews:


Published as editor:


**PRESENTATIONS**


Organized Panels, Seminars, and Conferences:

PROFESSIONAL DEVELOPMENT / SEMINARS / WORKSHOPS / INSTITUTES

ACADEMIC SERVICE

fall 2018 Chair, Faculty Research Symposium
Organized an interdisciplinary symposium for faculty research at Grambling State University.

2017–present Reviewer, Deus Loci: The Lawrence Durrell Journal
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, Year's Work in English Studies
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.

2016–2017 Reviewer, Mosaic
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.

2015–2016 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, Year of Ulysses
Led and moderated discussion on “Sirens” chapter of James Joyce’s Ulysses

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
  - Executive Board, 2010–present; President, 2016–2018; Vice President, 2014–2016
Edward L. Holt

Education:

5/14-
5/18  Ph.D. History with Distinction
Saint Louis University
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-
5/14  M.A. History with Distinction
Saint Louis University
Advisor: Damian Smith

8/06-
5/10  B.A. History (Highest Distinction); B.A. Medieval and Renaissance Studies
Duke University
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-
6/09  Visiting Student
St. Catherine’s College, Oxford University

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,

“In ea tempore: The Circulation of News and Reputation in the Charters of Fernando III.”

“Cantigas de Santa Maria, Cantigas de Cruzada: Reflections of crusading spirituality in Alfonso
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**
In *The Sword and the Cross*, ed. Holt and Witcombe. Brill

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

(Ucoming) Rituals of the Heavenly and Earthly Kingdoms, Warsaw, Poland, May 20-22, 2020
“*Mappa Regia*: A Geospatial Analysis of Medieval Castilian Political Theology”

(Ucoming) 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”
“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 Teaching Assistant, edX (online)
2016 Deciphering Secrets: Unlocking the Manuscripts of Medieval Burgos, Dr. Roger L. Martínez-Dávila
Certificate for University Teaching Skills, Reinert Center for Transformative Teaching and Learning, Saint Louis University

Teaching Assistant, SLU History Department

Teacher, Teach for America
Social Studies, Tallulah, Louisiana

Departmental (Administrative)

Advisor, History Club, Grambling State University

Committee Member, Undergraduate Recruitment and Development Committee, History Department, Saint Louis University

Graduate Student Faculty Representative, History Department, Saint Louis University

Webmaster, Departmental Website, History Department, Saint Louis University

Conference Assistant, Religious Alterity and Political Power in Medieval Polities
Madrid, Spain

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

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.

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

“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.”


**Presentations**


”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.


“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**


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

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

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
Doctoral Fellow, State of Louisiana, Board of Regents, 1985-87
Honor’s Convocation honoree’, University of Southwestern LA, 1989


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

Interviewed by Monica P. Carter. “Minorities & Women in Higher Education.” Shreveport Times 2 Dec. 1999: 1A
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
4. Dr. Brian McGowan ................................................................. .................................. 42

Grambling English Faculty

5. Dr. Beatrice McKinsey, Department Chair ............................................................... 43
6. Dr. David Hodges ................................................................. ...................................... 44
7. Dr. Thomas Tracy ................................................................. ...................................... 45
8. Dr. Hugh Wilson ................................................................. ...................................... 46

Other Institutions

9. Dr. Terry Harris, Chair of English, Louisiana State University in Shreveport .............. 47
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

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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
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) (5)
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
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, Jin 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  
wilsonh@gram.edu
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
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Appendix D — Institutional Support

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

[Signature]

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) |  |