

Dangerous DH Liaisons

Librarians (Re)claiming Centrality in Digital
Collaborations

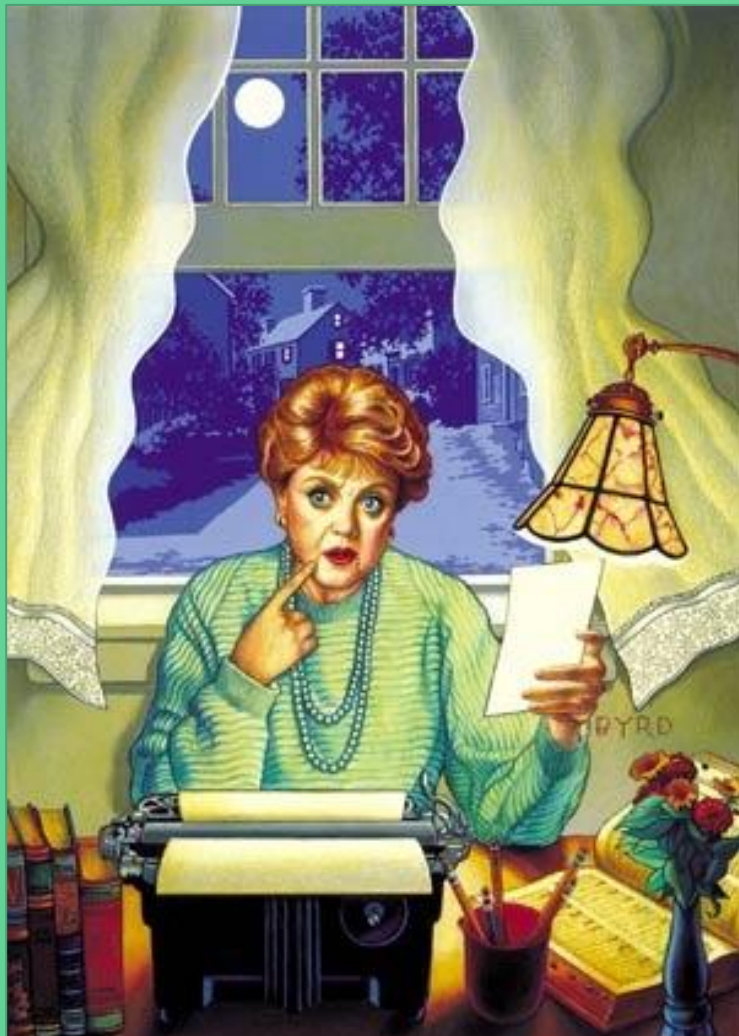
Alexis Logsdon/Macalester College

Amy Mars & Heather Tompkins/St. Catherine University





Image Credit: "Cyril E. Power, The Merry-Go-Round, about '29-30 (color linocut)" by Flickr user Will . Used CC-BY-2.0



J.B. Fletcher approach to DH

Image Credit: "Murder She Wrote" for *TV Guide*.
David Edward Byrd. In the public domain.



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Vol. 1, No. 1 Winter
2011

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All the Digital Humanists Are White, All the Nerds Are Men, but Some of Us Are Brave

MOYA Z. BAILEY

“The ways in which identities inform both theory and practice in digital humanities have been largely overlooked. Those already marginalized in society and the academy can also find themselves in the liminal spaces of this field. By centering the lives of women, people of color, and disabled folks, the types of possible conversations in digital humanities shift.” Moya Z. Bailey

Reproducing the Academy: Librarians and the Question of Service in the Digital Humanities

By: Roxanne Shirazi / On: July 15, 2014



“So when we call for librarians to approach collaborative digital work as partners and not service providers, I would like to see some acknowledgement of the fact that there are different power relations at play in these collaborative relationships. Power relations that are embedded in the hierarchies that make up academia, in both the social stratification of varying job ranks and the hierarchical classification of service and scholarship.” Roxanne Shirazi

DH/DLA @ Mac



Formal

- Mellon Grant
- post-doc
- learning communities
- workshops

Informal

- projects initiated by faculty with help from IT, library (or not)
- My involvement (most informal)
 - instruction
 - outreach

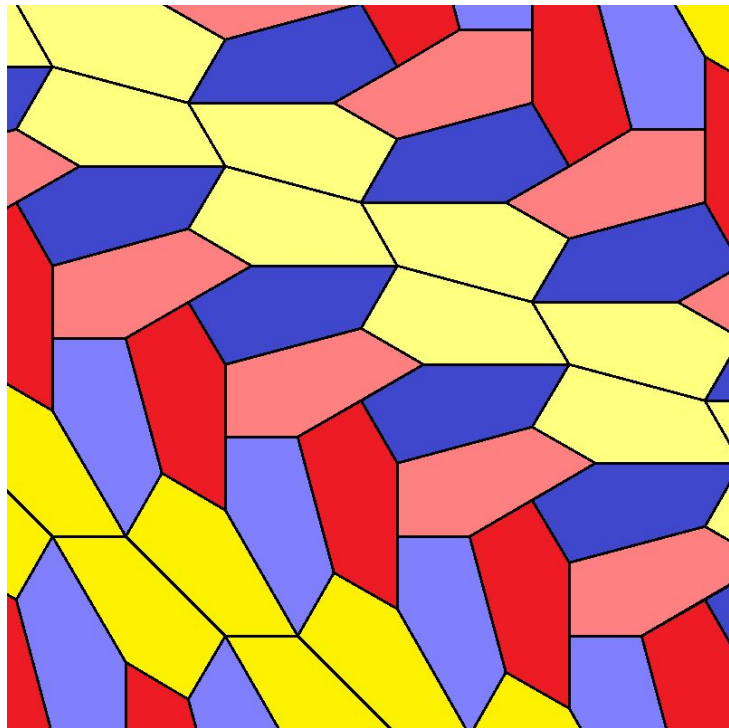


Image credit: Tomruen - Own work, CC BY-SA 4.0, <https://commons.wikimedia.org/w/index.php?curid=42553713>

Transatlantic Slave Trade



What worked

A
NARRATIVE
OF THE
Most Remarkable Particulars
IN THE
L I F E

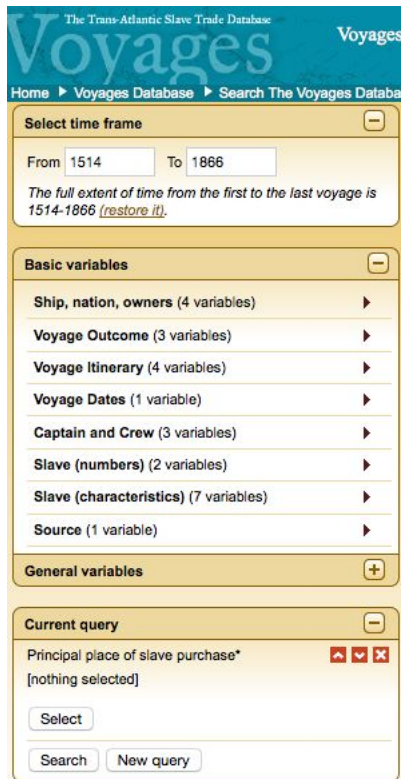
James Albert Ukawaw Gronniosaw,
An *African* Prince,
Written by HIMSELF.

*I will bring the Blind by a Way that they know not,
I will lead them by Paths that they have not known:
I will make Darkness Light before them and crook-
ed Things straight. I hope Things will I do unto
them, and not forsake them. Isai. xli. 16.*

BATH Printed :

NEWPORT, RHODE-ISLAND : Reprinted and Sold by
S. SOUTHWICK, in Queen Street, 1774.

From *Early American Imprints*



The screenshot shows the 'Voyages' database interface. At the top, it says 'The Trans-Atlantic Slave Trade Database' and 'Voyages'. Below this is a navigation bar with 'Home', 'Voyages Database', and 'Search The Voyages Database'. The main interface is divided into several sections: 'Select time frame' with input fields for 'From' (1514) and 'To' (1866), and a note 'The full extent of time from the first to the last voyage is 1514-1866 (restore it)'; 'Basic variables' with a list of categories like 'Ship, nation, owners', 'Voyage Outcome', 'Voyage Itinerary', 'Voyage Dates', 'Captain and Crew', 'Slave (numbers)', 'Slave (characteristics)', and 'Source'; 'General variables' with a plus icon; and 'Current query' with a text input field containing 'Principal place of slave purchase*' and buttons for 'Select', 'Search', and 'New query'.

From <http://www.slavevoyages.org>

- Students learned about primary sources
- Humanities students engaged with **database** (with actual data!)
- Strong interest in project from important players on campus
- Collaboration between DLA fellow, humanities faculty, students, and librarian

Needs work

- Sustained library involvement
- More scaffolding, more integration
- Attribution and copyright
- More explicit role of librarian



By Tkktk - Own work, CC BY-SA 3.0, <https://commons.wikimedia.org/w/index.php?curid=7687886>

DH @ St. Kate's



ST. CATHERINE
UNIVERSITY

- Faculty interested in raising visibility of Arts & Humanities
- No one with a lot of DH experience on campus, varying levels of digital technology skills among humanities faculty
- My DH work (thus far):
 - Awareness building
 - DH in the classroom (primarily digital storytelling)
 - Advisor to honors student
 - Partner in scholarship



Reading the Bible with the Dead



Vincent van Gogh, *The Novel Reader*, 1888, oil on canvas, image retrieved from <http://www.wikiart.org/de/vincent-van-gogh/the-novel-reader-1888-1>

The course:

- Interdisciplinary (history & theology)
- Students learn how social & historical context shapes the reading of the bible
- 40 nursing students

My role:

- Assignment design
- IL SLOs
- 3 library sessions
 - Research
 - Copyright
 - Tool instruction (Timeline JS & Scalar)
- Individual consultations

Scalar Collaborative eBook

☰

READING THE BIBLE WITH THE DEAD

🔍 ? + ✎ ⬇️ 🗑️ ⚙️ 👤

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Reading the Bible with the Dead

Doing it over again...

- Build developmental steps into research/writing process
- Provide scaffolding for domain knowledge
- Session on visual literacy/writing for web
- More emphasis on overall look/feel & collaborative nature of project

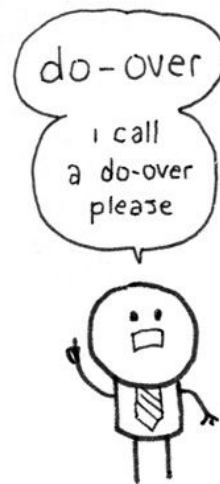


Image credit: [Ann C. Sullivan](#)

Poll: What words describe your
liaison work?

How has your experience as a liaison librarian prepared you for DH work?

Poll: Are colleagues on campus aware of how you can contribute to DH projects?

Poll: How would you describe the role you've played in DH initiatives/projects?

Why and when does visibility matter?
What is the connection between
visibility and agency?

What is gained and what is lost by defining DH in broader or more narrow terms?

How can we connect regionally with DH practitioners?

Thanks for
coming!

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