

An HBW Project: Laying the Groundwork for a Digital Humanities (DH) Pipeline

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History of Black Writing

“Building Literacy and Curating [Critical Cultural] Knowledge in
Black Digital Humanities (BLACK DH)”

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Project Summary

At a time when the Digital Humanities (DH) extends its reach into all areas of scholarly research and production, and with discussions of race more central than ever to academic and public discourse, the DH community must account for the ways in which it provides access to experiences and materials that have been marginalized. In response to this need, the History of Black Writing (HBW) launched Building Literacy and Curating [Critical Cultural] Knowledge in Digital Humanities (BLACK DH), a three-year project in community building that sought to remove economic, social, and technological barriers to DH learning. The project also aimed to create space for engaging dialogue and debate as well as advancing knowledge and public-facing scholarship. Driven by building knowledge networks, content creation, and pipeline development, BLACK DH explored questions of humanity and diversity through the increased involvement of those who remain outside the current DH associations. Laying the groundwork for a DH pipeline that will benefit undergraduate and early graduate students is the focus of this white paper.

Major Outcomes (1/1/2022-12/31/2024)

- Conducted outreach and assessment via on-site visits to colleges and universities as well as distributed a needs-based survey
- Hosted three on-site workshops targeting different populations
- Curated a DH Resources Toolbox
- Provided DH training and professionalization opportunities for students and staff at the University of Kansas

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Partnerships:

HathiTrust Research Center

University of Kansas Libraries
Detroit Public Library
College Language Association
UNCF/Mellon

Project Origins and Goals

Black authors and their contributions have been marginalized in mainstream literary canons, which has led to an incomplete understanding of their impact on literary traditions and cultural history. This exclusion becomes notably more pronounced in digitally accessible sources and, as a result, digital scholarship. This lack of representation and availability not only limits scholarly research, but it also hinders broader access to these works by educators, students, and the public.

The History of Black Writing (HBW) works to bridge these gaps within and between literary studies and digital studies. HBW undertakes this work by identifying underrepresented authors, locating and digitizing texts, and implementing an original metadata schema. This schema curates descriptive information attentive to the texts' unique characteristics to build corpora that are searchable, manageable, and usable.

HBW brings the tradition of Black writing and futuristic thinking together. Viewing a corpus of novels or memoirs at scale with descriptive data will yield new information about the African American literary tradition. Nicole Brown et al addresses the problematic silences perpetuated in data with schemas that do not attend to cultural nuance in their essay "In Search of Zora/When Metadata Isn't Enough: Rescuing the Experiences of Black Women Through Statistical Modeling."¹ Their study demonstrates how scholars might retrieve items buried in large archives.

Comparable to Brown et al's study, HBW recognizes that digitization and metadata collections are crucial for ensuring works are discoverable and accessible for scholarly activity and teaching. These efforts will allow researchers to locate and analyze materials, providing the basis to engage with individual texts and to look for literary trends. It will also allow instructors to convey more complicated, relational histories of the literary tradition. Furthermore, HBW's digitization and metadata collections will support the integration of these works into larger datasets, such as HathiTrust², to enable comparative studies and interdisciplinary research that challenge the existing paradigm. In alignment with the longstanding mission of HBW, this work contributes to the preservation of these texts, helps to ensure that Black literature receives critical attention, enriches the broader field of literary studies, and fosters a general reading public invested in the humanities.

¹ Brown, N. M., Mendenhall, R., Black, M., Van Moer, M., Flynn, K., McKee, M., Zerai, A., Lourentzou, I., & Zhai, C. X. (2019). "In Search of Zora / When Metadata Isn't Enough: Rescuing the Experiences of Black Women through Statistical Modeling." *Journal of Library Metadata*, 19 (3-4), 141-162.

² HBW's recent partnership with the HathiTrust Research Center (HTRC) (2020-2023), supported by a grant from the Mellon Foundation, allowed a large portion of the HBW Novel Corpus to serve as a flagship project. This entry into the HTRC ecosystem helped HBW to better understand what can and must be done when sparse, incomplete documentation and metadata limits discoverability within a massive digital collection. Learn more about the outcomes of this partnership here: <https://htrc.github.io/scwared/>

Founded in 1983 at the University of Mississippi, HBW was established with the belief that what was being read and taught represented a small percentage of a larger tradition of Black writing and that technology could provide more insight and access. An initial grant from the National Endowment for the Humanities (NEH), in 1988, allowed the recovery of 800 published novels that were mostly unknown and unaccounted for in the literary tradition. A database recording bibliographic information about the texts, i.e., publisher and publication date, was HBW's earliest "metadata" effort before the term became more common. During its development, HBW's digitization and metadata objectives have been funded by internal grants from its former institutional home at the University of Kansas and by external grants, such as the American Council of Learned Societies, the NEH Office of Digital Humanities, and the Mellon Foundation. This history of funding underscores the significance of HBW's Novel Corpus as the first and largest digital archive of its kind with nearly 7000 titles.

The significance of digitization and metadata collection extend far beyond mere organization; they are key elements supporting scholarly inquiry and public engagement. By making underrepresented works more accessible, HBW's digitization and metadata collections provide learning and professional opportunities for scholars, including faculty and emerging student-scholars at the graduate and undergraduate levels who work with the project. In turn, student staff refine their humanities research skills, acquire knowledge in new technologies, and benefit from the collaborative endeavor. The digitization of texts and the creation and standardization of metadata for Black literary works are essential for preserving this vital aspect of literary heritage.

Advancements in technology have sometimes obscured the need to carefully consider critical questions in the humanities. At a time when DH extends its reach into all areas of scholarly research and production, and with discussions of race more central than ever to academic and public discourse, the DH community is obligated to account for the ways it provides access to experiences and materials that have been marginalized. This project is based on HBW's long-established work in literary recovery and collection building, including a decade of DH engagement. It acknowledges the need for DH to approach these topics in a more informed manner to attract more diverse scholars to the field. The idea of a "DH pipeline" recognizes that this gap is especially apparent for undergraduate and early graduate students who may otherwise not be exposed to the digital humanities as an area of study or exploration. The DH Pipeline Project aimed to improve ease of access to DH for this scholarly group to begin the process of "bridging the gap" between undergraduate and graduate students and academic professionals.

Project Activities, Team, and Participants

HBW laid the groundwork for a DH pipeline for undergraduate and early graduate students by convening a DH Pipeline Project Committee, conducting outreach to colleges and universities, creating an open-access DH Resources Toolbox, and facilitating three on-site DH workshops for diverse audiences.

Outreach and Assessment

The DH Pipeline Project Committee consisted of Doretha Williams, Kenton Rambsy, Tyechia Thompson, Glen Layne-Worthy, and Maryemma Graham, with administrative support from grad student Coordinator Erin Murray.

The Committee created a needs-based assessment survey that consisted of questions relating to: who the respondent is in relation to DH; what their work is and how they currently use DH within their work; how the community around them operates and whether it is, or is not, conducive to DH work and/or training; and what suggestions respondents have for realistic and accessible introductions to DH for undergraduates and early graduate students in the future. A formal email message and call to complete the survey was developed to not only outline the DH Pipeline Project efforts, but also to encourage engagement and ongoing dialogue with faculty and staff about DH needs within undergraduate and early graduate student settings. The Committee identified personal and professional connections and created a list of 56 contacts, including faculty, librarians, and staff, with a focus on HBCUs, to receive the assessment survey.

Additionally, Graham and Murray communicated and met virtually with leaders at Oakwood University, Morehouse College, Clark Atlanta University, Spelman College, and the Detroit Public Library to discuss the goals of the DH Pipeline Project and possibilities for future collaborations.

Graham also conducted outreach and DH assessment meetings via on-site visits to:

- Tougaloo College, Ridgeland, MS
- Oakwood University, Huntsville AL
- Clark Atlanta University, Atlanta, GA
- Spelman College, Atlanta, GA
- Morgan State University, Baltimore, MD
- Medgar Evers College (CCNY) – Center for Black Literature and Culture, Brooklyn, NY

Workshops

HBW facilitated three on-site DH workshops. Each session explored a different aspect of DH, and each was designed for a distinct audience related to the DH Pipeline Project target audience of undergrads and early grad students.

| Workshop Title | Workshop Leader(s) | Location | Date | Intended Audience |
|--|------------------------------------|---|----------------|---|
| “Intro to HathiTrust Research Center (HTRC)” | Ryan Dubnicek and Janet Swatscheno | College Language Association (CLA) Annual Convention, Memphis, TN | April 13, 2024 | Teaching faculty, grad students, and higher ed professionals ³ |

³ The CLA workshop was listed as an official event in the CLA Annual Convention program and required pre-registration. HBW and HTRC also promoted this workshop widely to their respective audiences to encourage their conference attendance.

| | | | | |
|---|---|--|-----------------|---|
| “Game Jam: Discover the Components of Game Development” | Kishonna Gray | Detroit Public Library, Detroit, MI | October 5, 2024 | Secondary school students and their caregivers ⁴ |
| “Digital Humanities: Curating Black Archives” | Ayesha Hardison, Doretha Williams, Cocoa Williams, and Ashley Simmons | UNCF/Mellon Programs Conference, Atlanta, GA | October 5, 2024 | Multiple generations of Mellon Mays scholars ⁵ |

DH Resources Toolbox

An open-access DH Resources Toolbox was created to compile various DH tools and knowledge areas for students, faculty, and scholars at all levels of DH experience. Curated by Erin Wolfe, with contributions by Brian Rosenblum, Glen Layne-Worthy, and Erin Murray, the toolbox entails web resources and readings relevant to the field of DH.

Project Outcomes

Outreach and Assessment

The DH assessment survey [See Appendix A for the complete list of assessment questions] was sent to 56 contacts, however only seven participants completed the survey, resulting in a response rate of 12.5%. Despite the low response rate, the Committee was able to glean important information due to the richness of responses. This not only inspired the creation of the DH Resources Toolbox but also provided the Committee valuable information to take back to their institutions and implement with their colleagues, students, and mentees/supervisees.

Key survey responses:

- Those who have experience with DH expressed a desire for “more hands-on experiences” and that their undergraduate students wanted “show and tell” demonstrations for learning.
- Other respondents identified that undergraduate curriculum needs to incorporate DH, and training (for faculty and students) needs to focus on DH because students are not used to “non-traditional” scholarship.
- Some noted that DH training needs to be more accessible and incentivized as the financial obstacles are substantial, and incentives are needed to keep the work ongoing and showcase DH work consistently rather than having it be a “one and done” occurrence.

⁴ The host institution, the Detroit Public Library, wanted to target this audience to increase their presence in the library. HBW hoped such an audience might generate attendees’ interest in DH studies in college. Detroit Public Library encouraged attendance at this workshop to their patrons while HBW promoted the event to local Detroit YMCA groups and other community organizations targeting youth.

⁵ The UNCF/Mellon workshop was listed as an official event in the UNCF/Mellon Programs Conference program and HBW promoted it widely to its audience.

- Respondents expressed that technology is “too white” and diverse students don’t see it as a part of DH because of the types of projects and models showcased. Projects and programming dedicated to DH need to last for 1-year at a minimum because by that point scholars are *just* beginning to understand the field.
- Respondents mentioned that it would be helpful for someone with a disciplinary specialty using DH in their work to show the professional application in the discipline so that others can see the utility and translation into their own works and projects.

The feedback from the DH assessment survey helped the Committee identify possible next steps for future projects that specifically target the needs shared in the survey. For instance, the Committee discussed how future work may follow a similar framework to a dissertation or book proposal in supporting DH skill development. One idea shared was that a group could be brought together for a DH intensive project for a certain number of days to build one skill set, and then a few months later add another skill that builds on the first to contribute to a central project. Additionally, it was suggested to implement a central project to which scholars and faculty could regularly contribute as part of a course or graduate project. This would support group collaboration and contribute to individual goals and work. The Committee considered how to be intentional about the types of data resources used to support and facilitate these experiences. It was also noted that it is important to find a long-term funder to make access to DH an “all expenses paid” experience since the financial requirements are a barrier for many. Treating these workshops and ongoing opportunities as continuing education credits to encourage academics and pre-college educators to attend was also proposed.

Workshops

The “Intro to HathiTrust Research Center (HTRC)” workshop was a two-and-a-half-hour session held at the conclusion of the College Language Association (CLA) Annual Convention in Memphis, TN, on April 13, 2024. The target audience was CLA attendees – teaching faculty, graduate students, and higher education professionals. This hand-on beginner-level workshop, led by HTRC staff Ryan Dubnicek and Janet Swatscheno in a CLA Convention meeting space, described the history of the HathiTrust Digital Library, the type of materials that can be found in the collection, and the process for finding textual data to use for computational analysis. Facilitators introduced attendees to HTRC and the tools, datasets, and computational resources available to researchers who are interested in using the HathiTrust Library for text analysis. The workshop also covered ethical considerations of text datasets such as bias in libraries, datasets, data, and algorithms. The final part of the workshop focused on two datasets of interest to language and literature scholars: BookNLP Dataset for English-Language Fiction and the Extracted Features Dataset. Interactive Python notebooks were used to explore these datasets, though no prior knowledge of programming or Python was required. Approximately 25 people attended the workshop. Registration was required and lunch was provided.

The “Game Jam: Discover the Components of Game Development” workshop was held on the afternoon of Saturday, October 5, 2024, in the Detroit Public Library HYPE (Helping Young People Excel) Teen Center. The target audience was youth ages 13-18, along with their caregivers. Kishonna Gray, author, gamer, and Professor of Racial Justice and Technology at the

University of Michigan, led this interactive experience that detailed the different parts of making a game (i.e., avatar customization, world building, community) by putting people back in the process. Topics discussed included developing an avatar, the game of life, collaborative peer-learning, and TikTok creation. Approximately 15 youth and their caregivers attended the workshop. Registration was required and lunch was provided.

The “Digital Humanities: Curating Black Archives” workshop was held on October 5, 2024 at the UNCF/Mellon Programs Conference in Atlanta, GA. Offered twice on the same day, both sessions included a brief survey [See Appendix B for the survey questions], presentations by three panelists, and a robust audience discussion moderated by Cocoa Williams (Lecturer, English Department, Spelman College, BBIP Scholar Program alum). Panelist presentations included:

- Ayesha Hardison (Associate Professor and Susan D. Gubar Chair of English, Director of HBW, Indiana University Bloomington) presented on curating Black archives by outlining a brief overview of HBW’s history, including the Black Book Interactive Project (BBIP). She also provided a snapshot of HBW’s archival materials and a related digital storytelling project in progress.
- Ashley Simmons (Doctoral Candidate, Department of English, University of Kansas) presented on her experience working with HBCU archival collections to create HBW’s Current Archives and Collections Index (CACI <https://www.blacklitnetwork.org/archives>). Simmons shared her experiences as a student preparing to pursue an alternative academic career as an example of professional development and future career opportunities for the conference’s student attendees.
- Doretha Williams (Director of The Center for the Digitization and Curation of African American History (Smith Center) at the National Museum of African American History and Culture, Smithsonian Institution) gave an overview of the Smith Center’s commitment to serving communities and institutions through public programming, equipment gifting to support preservation, digitization services, and relationship building. Williams also discussed the center’s priorities to become more equitable, non-accessioning, and inclusive when creating Black archives.

Approximately 50 conference attendees in total attended the two back-to-back sessions.

DH Resources Toolbox

The DH Resource Toolbox provides open-access information for anyone interested in DH, including those with limited prior exposure or in-depth understanding of the field. The Toolbox was developed with web resources and readings for various levels of experience—from beginners to expert practitioners. Each general category of the Toolbox includes a brief overview followed by descriptions of each tool or resource within that category. This allows users to understand the utility of each resource to become acquainted with tools they may not have been exposed to previously and then explore what best fits their project goals. The Toolbox lists over 50 resources organized into the following categories: general DH, metadata, publications for

further reading, tools for working with DH, DH organizations, and additional resources. [See Appendix C for the DH Resources Toolbox.]

Training and Professionalization Opportunities for Students

By working with the DH Pipeline Project, grad student Coordinator Erin Murray gained skills in community outreach, programming, collaborative work, and utilizing various tools (i.e., Qualtrics) to meet project goals. The opportunity has informed her professional and academic work in counseling psychology, as she aims to work in a college or university setting. Her experiences throughout this project have strengthened her understanding of campus systems and structures, leadership opportunities in higher education, and building equitable and accessible practices for all. Murray also contributed to the writing of this white paper. Additionally, grad student Ashley Simmons made important professional contacts and gained presentation experience as a panelist at the UNCF/Mellon workshop.

Project Evaluation, Impact, and Continuation

The project was evaluated based on the achievement of its major outcomes. HBW's efforts to collaborate with multiple organizations across geographic locations demonstrates a commitment among all invested parties to deepen the DH pipeline through successful recruitment and training events. However, changes in leadership at various partner institutions postponed planned collaborations, and a poor response rate to the assessment survey were barriers for the project. As a result, HBW initiated new partnerships with other contacts and institutions, and the project incorporated a needs-based discussion with workshop participants at the UNCF/Mellon Programs Conference. After each on-site workshop, HBW scheduled discussions with partners to evaluate the event's strengths and weaknesses to inform future programming.

The project's outcomes reiterate that relationship building is crucial for building the DH pipeline for undergraduate and early graduate students. Increasing access to DH resources and training requires community efforts and the skill sets of numerous interdisciplinary professionals.

In 2024, HBW moved from the University of Kansas to Indiana University Bloomington with Director Ayesha Hardison. This relocation and institutional transition requires a pause on seeking additional funding for further development of the DH pipeline, during which HBW will deliberate and plan for the future of this important work.

Appendix

A: DH Pipeline Needs-Assessment Survey

1. What department or discipline do you primarily work with?
2. You are (check all that apply):
 - a. Teacher/Faculty
 - b. Administrator
 - c. Researcher
 - d. Staff
 - e. Other:
3. How did you learn about DH?
4. How did you get involved in DH?
5. Do you consider yourself:
 - a. Practitioner with DH (have used some DH tools)
 - b. Scholar with DH (have published or produced work in the field)
 - c. Beginner with DH (know concepts only)
6. Reflecting on your personal experience, what would have improved your entry into DH?
7. How do you get students “in the door” on discipline-specific DH topics?
8. How do you/your department engage with DH? Select all that apply.
 - a. Workshops
 - b. Speakers
 - c. Classes
 - d. Student Projects/Presentations
 - e. Other:
9. What work have you personally done that relates to DH?
10. What is missing at the department or institution level that could offer more DH exploration for students?
11. Are you interested in speaking one-on-one with established members of the DH community about your experiences with DH to provide more insight on student DH engagement outside of this survey?
 - a. Yes
 - b. No
12. Have any of your students expressed an interest in DH, or do you think they would be good candidates for this type of work?
 - a. Yes
 - b. No
13. If yes, why do you think that is?
14. Which of the following do you think would be most helpful/interesting to your students?
 - a. “Show and Tell” a dynamic DH project
 - b. Provide a list of stipend opportunities for students in DH
 - c. Brief introduction to DH
 - d. Provide a list of resources (readings, videos, etc.) for further DH study
 - e. Other:
15. Name and Contact information for those interested in speaking one-on-one with the DH community

B: UNCF/Mellon Programs Conference Survey Questions

1. How do Black digital archiving practices work at your institution?
2. What Black collections do you think would benefit from the access digitizing allows for broad audience engagement?
3. What is your intention or hope—or what do you believe will be the impact—for digitizing such collections, i.e., furthering research on archival subjects? What do you envision as the next-level project or phase for these digitized collections?
4. How do we avoid creating or perpetuating historical practices of harm in doing the work of collecting, archiving, and digitizing?
5. What is your dream Black digital humanities project?
6. How can institutions, such as the Smith Center for Curation and Digitization of African American History and the History of Black Writing, help bring that project to fruition?

C: DH Resources Toolbox

HBW's Digital Humanities Resources Toolbox

The History of Black Writing

December 2024

This toolbox is a curated collection of essential web resources and readings in the field of Digital Humanities (DH). Created for practitioners from beginner to experienced, these resources offer foundational knowledge, practical guidance, and critical insights into the methodologies, tools, and practices to help support work in DH.

This resource guide was designed, organized, and written by Erin Wolfe (University of Kansas). The resources were selected by Wolfe and Brian Rosenblum (University of Kansas), with support from Kenton Ramsby (Howard University), Glen Layne-Worthey (University of Illinois), Tyechia Thompson (Virginia Tech), and Doretha Williams (Director, The Center for the Digitization and Curation of African American History [Smith Center], National Museum of African American History and Culture, Smithsonian Institution). Funding for this project comes from the National Endowment for the Humanities Office of Digital Humanities.

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GENERAL DH

Resources for a general background, techniques, key concepts, and methodologies in DH.

The Digital Humanities Literacy Guidebook - <https://cmu-lib.github.io/dhlg/>

An introductory guide designed to explain key concepts, tools, and methodologies in digital humanities. Includes extensive resources for deeper exploration in a wide range of DH topics and techniques.

A Companion to Digital Humanities <https://companions.digitalhumanities.org/DH/>

Edited by Susan Schreibman, Ray Siemens, and John Unsworth, this foundational 2004 volume brings together 37 articles by leading experts to provide a comprehensive overview of digital humanities, i.e., introducing key tools, theories, practices, debates, and more. A fully revised edition, *A New Companion to Digital Humanities* (2016), is available for purchase or library lending. It highlights changes and evolutions to the field.

The Programming Historian (En/Es/Fr/Pt) - <https://programminghistorian.org/>

A multilingual platform offering open-source, peer-reviewed, and novice-friendly tutorials on digital tools and techniques for historical and humanities research.

Digital History: A Guide to Gathering, Preserving, and Presenting the Past on the Web - <http://chnm.gmu.edu/digitalhistory/>

A practical guide for historians and researchers on how to effectively gather, preserve, and present historical data online. It includes an historical overview of the field along with tips and resources for project planning, digitization, copyright, preservation, and more.

METADATA

Foundational resources for understanding, planning, creating, and storing metadata for digital projects to ensure discoverability and usability.

Metadata - <https://pressbooks.library.yorku.ca/metadata/>

A short eBook on metadata designed as a basic introduction to the concepts of metadata types, linked data, taxonomies, and other topics. It also includes links to additional readings.

Describing Your Data - <http://dataabinitio.com/?p=116>

A lightweight overview of some of the contexts of metadata with practical examples. This blog has many additional accessible readings on a variety of data and data management topics, including accessibility, preservation, documentation, privacy, and more.

Introduction to Metadata - <https://www.getty.edu/publications/intrometadata/>

An eBook providing a more comprehensive overview of metadata usage, methods, tools, and standards. It includes coverage of rights metadata, controlled vocabularies, metadata maintenance, and an extensive glossary of terms relevant to metadata and DH more broadly.

Metadata for research projects - <https://guides.library.stanford.edu/research-metadata>

A comprehensive guide from Stanford University providing a thorough introduction on creating metadata for personal research projects. Written with scientific projects in mind, this resource discusses best practices that are directly transferrable to DH projects. It includes an overview of Dublin Core.

Dublin Core Metadata Initiative - <https://dublincore.org/>

A widely used standard for metadata that provides a simple and flexible framework for describing a wide range of resources. This site offers guidelines, best practices, and tools for implementing Dublin Core metadata in various projects. See the Specifications tab on this site for links to detailed descriptions of the Dublin Core schema and elements.

PUBLICATIONS FOR FURTHER READING

Various online publications exploring current research and trends in digital humanities.

Digital Scholarship in the Humanities - <https://academic.oup.com/dsh>

A subscription-based international, peer-reviewed journal publishing contributions on all aspects of digital scholarship in the humanities. It features articles covering theoretical, methodological, experimental, and applied research along with relevant book and resource reviews.

Digital Humanities Quarterly - <https://www.digitalhumanities.org/dhq/>

An open-access, peer-reviewed journal covering all aspects of digital humanities. It features scholarly articles, project reports, and reviews emphasizing innovative research methods and digital scholarship.

Digital Studies / Le champ numérique - <https://www.digitalstudies.org/>

A bilingual, open-access journal that publishes research in the field of digital studies. It explores interdisciplinary approaches, highlighting contributions from humanities scholars and practitioners in digital methodologies.

Reviews in DH: Peer reviewing digital scholarship - <https://reviewsindh.pubpub.org/>

An open-access platform that provides critical reviews of digital humanities projects. It aims to foster dialogue and assess the impact, design, and scholarly contribution of DH initiatives.

dh+lib – Digital Humanities & Libraries - <https://dhandlib.org/>

A resource hub and blog dedicated to the intersection of digital humanities and library practices. It offers articles, news, and resources for librarians engaged in digital scholarship with a focus on collaboration and innovation.

Digital Humanities Now - <https://digitalhumanitiesnow.org/>

An online publication that curates and shares an aggregated feed of the latest news, research, and discussions in the digital humanities. It serves as a valuable resource for staying updated on current trends and scholarship.

Debates in the Digital Humanities - <https://dhdebates.gc.cuny.edu/>

A series of books comprising collections of essays and discussions that track the development of DH as well as current issues, possibilities and challenges, and topics of interest. It is available in print and online editions.

TOOLS FOR WORKING WITH DH

Some popular software and tools for various digital humanities tasks, including text analysis, data visualization, online publishing, archiving, and more.

Text Analysis and Mining

Voyant Tools - <https://voyant-tools.org/>

An open-source, web-based application for text analysis and visualization. Voyant offers a variety of tools for exploring and interpreting textual data, which makes it suitable for both novice and advanced users in digital humanities.

Mallet - <https://mallet.cs.umass.edu/>

An open-source toolkit for text mining and natural language processing. MALLET is used in digital humanities for tasks, such as topic modeling and document classification, that enable researchers to uncover patterns and themes in large text corpora.

TEI (Text Encoding Initiative) - <https://tei-c.org/>

A widely adopted standard for text encoding in the humanities. The TEI Guidelines provide a framework for representing texts digitally, particularly historical and literary texts, to facilitate consistent analysis and interoperability.

TAPoR 3 - <https://tapor.ca/tools>

An online portal providing access to a curated list of text analysis tools. Likely the most extensive directory available, TAPoR 3 (Text Analysis Portal for Research) allows users to explore a wide variety of digital tools for textual criticism, linguistic analysis, and other computational methods of humanities research along with related readings and reviews.

Data Cleaning and Management

OpenRefine - <https://openrefine.org/>

An open-source tool for cleaning and transforming messy data. OpenRefine is particularly useful for preparing datasets for analysis in digital humanities projects. It offers powerful features for data reconciliation and exploration.

Tropy - <https://tropy.org/>

A free, open-source software for organizing and describing research photographs. Tropy is particularly useful for historians and researchers who need to manage and annotate large collections of image-based sources.

TOOLS FOR WORKING WITH DH

Data Visualization and Network Analysis

Tableau - <https://www.tableau.com/>

A powerful data visualization tool that allows users to create interactive and shareable dashboards. Tableau is widely used in DH for visualizing complex datasets, enabling researchers to explore patterns and insights through intuitive graphics and visual storytelling.

Gephi - <https://gephi.org/>

An open-source platform for network visualization and analysis. Gephi allows users to create, manipulate, and visualize complex networks and graph data. This makes it a valuable tool for social network analysis and other DH projects involving interconnected datasets.

Palladio - <https://hdlab.stanford.edu/palladio/>

A web-based platform for visualizing complex historical data. Palladio offers mapping, graph analysis, and timeline tools designed to help users explore and interpret relationships within datasets in the humanities.

TimelineJS - <https://timeline.knightlab.com/>

A free and open-source tool for creating interactive, visually appealing timelines. Users can easily embed multimedia content and share historical narratives or project timelines with an audience.

Audio and Multimedia Editing

Audacity - <https://www.audacityteam.org/>

A popular, open-source software for audio recording and editing. Audacity supports multiple tracks, various audio formats, and extensive editing features, which makes it a favored tool for podcasts, music production, and audio research projects.

OBS Studio - <https://obsproject.com/>

An open-source software for video recording and live streaming. It is often used for creating educational videos, screen recordings of digital projects, and documenting presentations.

TOOLS FOR WORKING WITH DH

Digital Publishing and Online Editions

Scalar - <https://scalar.usc.edu/>

A free, open-source platform designed for writing and publishing multimedia-rich scholarly works online. Scalar supports complex, non-linear narratives and integrates media directly within the text, making it ideal for digital humanities projects.

Quire - <https://quire.getty.edu/>

An open-source digital publishing platform developed by Getty for creating scholarly, interactive publications. Quire supports a variety of media and complex layouts, which enable users to produce high-quality digital editions of academic works.

Omeka - <http://omeka.org>

An open-source platform for creating online exhibits and collections. Omeka is widely used by museums, libraries, and archives for digital curation. It allows users to build, display, and share curated digital content.

Ed - <https://minicomp.github.io/ed/>

A lightweight, open-source framework based on Jekyll, a static site generator, for creating digital scholarly editions. Ed simplifies the process of producing digital texts with critical annotations, making it a useful tool for practitioners in digital textual scholarship.

Interactive Storytelling and Narrative Building

Twine - <https://twinery.org>

An open-source tool for creating interactive, nonlinear stories, and games. Twine's user-friendly interface and versatility make it popular for developing branching narratives, interactive fiction, and educational content.

StoryMapJS - <https://storymap.knightlab.com/>

A tool for building interactive maps that integrate multimedia elements to tell geographical or historical stories. Designed for ease of use, StoryMapJS allows users to create engaging narratives linked to specific locations.

TOOLS FOR WORKING WITH DH

Transcription and OCR

ABBY FineReader - <https://www.abby.com/finereader/>

A professional-grade OCR software known for its high accuracy in text recognition from scanned documents, including historical texts. FineReader is widely used for digitizing printed sources.

Google Cloud Vision - <https://cloud.google.com/vision>

A machine learning-based tool that includes robust OCR capabilities. It is often employed in DH projects for large-scale text recognition from image datasets, especially for digitizing archives.

Transkribus - <https://readcoop.eu/transkribus/>

A paid platform for automated text recognition of historical documents. Transkribus uses machine learning to transcribe handwritten texts, making it a critical tool for projects involving digitization of archival materials.

Web Archiving and Annotation

Webrecorder - <https://webrecorder.net/>

A suite of open-source tools for archiving and replaying websites and digital projects. Webrecorder allows users to capture dynamic web content to ensure that websites and online resources are preserved for future research and analysis.

Hypothesis - <https://web.hypothes.is/>

An open-source tool for web annotation. Hypothesis allows users to add annotations, highlights, and comments to digital texts. It supports collaborative research, teaching, and analysis in the humanities.

ORGANIZATIONS

Key organizations and associations that support research, collaboration, and professional development in digital humanities.

NEH Office of Digital Humanities - <https://www.neh.gov/divisions/odh>

The National Endowment for the Humanities (NEH) Office of Digital Humanities supports innovative projects that use digital technology to enhance research, teaching, and public engagement in the humanities. The office provides funding opportunities and resources for scholars and institutions working in digital humanities.

Digital Humanities Summer Institute – <https://dhsi.org/>

The Digital Humanities Summer Institute (DHSI) offers a series of courses and workshops focused on digital humanities topics. It provides an opportunity for participants to learn new skills, collaborate with peers, and engage with leading scholars in the field. The institute is held annually and attracts a diverse group of participants from various disciplines.

Association for Computing in the Humanities - <https://ach.org/>

The Association for Computing in the Humanities (ACH) is a professional organization dedicated to promoting the use of computing in the humanities. It supports research, teaching, and scholarship in digital humanities through conferences, publications, and networking opportunities for scholars and practitioners.

Alliance of Digital Humanities Organizations - <https://adho.org/>

The Alliance of Digital Humanities Organizations (ADHO) is a federation of organizations dedicated to promoting digital humanities research and scholarship. ADHO facilitates collaboration among its member organizations, supports conferences and events, and provides resources for the digital humanities community.

HASTAC (Humanities, Arts, Science and Technology Alliance and Collaboratory) - <https://hastac.hcommons.org/>

HASTAC is an interdisciplinary network that brings together scholars, artists, and technologists to explore the intersections of the humanities, arts, sciences, and technology. The organization promotes innovative research and teaching practices, fosters collaboration, and provides a platform for sharing ideas and resources.

Humanities Commons - <https://hcommons.org/groups/>

Humanities Commons is a network for scholars in the humanities to share their work, collaborate, and connect with others in the field. It offers a platform for creating groups, sharing resources, and engaging in discussions related to various humanities topics.

ADDITIONAL RESOURCES

Supplementary materials for further exploration of digital humanities topics.

Digital Humanities Resources - <https://digitalhumanities.hkust.edu.hk/resources/>

Created by the Digital Humanities Initiative at The Hong Kong University of Science and Technology, this portal brings together a wide variety of tools, materials, tutorials, and other resources for all things DH, including topics covered in this toolbox and more.

Socio-Technical Sustainability Roadmap - <http://sustainingdh.net>

A resource aimed at promoting sustainable practices in digital humanities projects. It provides guidelines and strategies for ensuring that digital initiatives are not only technically sound but also socially and environmentally sustainable.

Doing Digital Humanities and Social Sciences in Your Classroom - <https://pressbooks.library.yorku.ca/dhssinstructorsguide/>

A guide to help educators integrate digital tools and technologies into their instruction to teach meanings and methodologies for data collection, organization, analysis, and presentation. It includes modules on theory and practice, and it also features assignment guides on material selection, copyright, metadata, visualization, image analysis, exhibits, digital archives, and more.

Digital Pedagogy in the Humanities - <https://digitalpedagogy.hcommons.org/>

A platform that explores the intersection of digital technology and pedagogy in the humanities. It offers resources, discussions, and scholarship focused on innovative teaching practices and the integration of digital tools in the classroom.

University of Kansas Libraries Guide to DH - <https://guides.lib.ku.edu/digitalhumanities>

Resources and information related to digital humanities research and projects. It includes information on tools, methodologies, and best practices for scholars and students engaged in digital humanities work.

University of Kansas Libraries Guide to Research Data Management - <https://lib.ku.edu/data/>

This guide from the University of Kansas Libraries focuses on research data management, providing resources and best practices for managing, sharing, and preserving research data. It is designed to assist researchers in navigating the complexities of data management in their projects.

Accessible Data Visualizations - <https://www.youtube.com/watch?v=XHXiYzoMjrI>

A video resource that provides guidance on creating accessible data visualizations. It covers best practices for ensuring that visual data representations are understandable and usable for diverse audiences, including those with disabilities.