



GW Digital Humanities Showcase 2016

Presented by the GW Digital Humanities Institute,
GW Libraries, and the Office of Cross-Disciplinary Collaboration

Friday, February 12, 2016
Gelman Library Room 702

Event website: go.gwu.edu/GWDoesDH
Twitter hashtag: #GWDH16

Welcome: **Geneva Henry, Vice Provost for Libraries and University Librarian**

Opening Remarks: **Diane H. Cline (History), Director of Cross-Disciplinary Collaboration and the XD@GW Faculty Cooperative**

12:30-1:00pm: 3 presentations + 10 min Q&A + 5 min break

Cynthia Gayton (Engineering Law, School of Engineering & Applied Science): *Civil and Common – Measuring the relationship between international IP legal systems’ colonial past with trends for an independent future*

I am working on a database and visualization which contains the following information (derived in part from the *CIA World Factbook*:

<https://www.cia.gov/library/publications/resources/the-world-factbook/fields/2100.html>):

- Country
- Colonization History
- Legal System
- Membership in WIPO and WTO

What I want to show is the relationship between the country, colonization history and intellectual property protection strength. I want to also show the trends - for example, as a country becomes more economically independent, there is a tendency for that country to implement intellectual property laws which are more reflective of indigenous knowledge sharing than the IP regimes inherited from a colonizing country. This is having and will have important implications for IP enforcement and protection for U.S. companies and artists.

I use this chart in my class to indicate similarities among countries as well as show which countries are closely aligned with the Roman Civil law and the English Common law in order to understand how U.S. law was created.

Jonathan Ebinger (Journalism, School of Media & Public Affairs): *Promo for History of Television News Online Summer Class*

This two minute trailer for an online summer course focusing on the Television News as history seeks to engage prospective students by showcasing elements of the class, along with details on the coursework, and information on the process by which they will learn.

Paige McDonald (Clinical Research and Leadership, School of Medicine & Health Sciences), Howard Straker (Physician Assistant Studies, SMHS), Caitlyn Ward (Student, Physician Assistant Services, SMHS): *Collaborative Case Resolutions: Employing VoiceThread Technology to Promote Interaction and Higher Levels of Learning*

Health, Justice and Society, is a graduate Physician Assistant course that introduces students to ethical decision-making. Students work in teams to solve challenging ethical cases regarding clinical practice and create VoiceThread presentations of their case resolutions. The use of VoiceThread for case presentation permits more in depth interaction regarding potential resolutions than would be possible in a face-to-face class session, particularly since course enrollments exceed 60 students. The technology allows both students and instructors insight into the analysis process of each team, inviting reflection upon both individual and team decision-making and comments on divergent resolutions. Finally, the technology permits faculty feedback throughout a presentation, so faculty can prompt students to deeper levels of thought even after the case analysis is complete. In our presentation, we briefly discuss the course assignment, show a sample presentation, and discuss how we assess both individual and team achievement on the assignment.

1-1:30pm: 3 presentations + 10 min Q&A + 5 break

David Alan Grier (Tech Program, Elliott School; Former Publisher and Former President, IEEE Computer Society), with assistance of Tamara Carleton (The Innovation Board, San Carlos, CA), Geoffrey Grier (Recovery Theatre, San Francisco, CA), Tess Jonas, Noah Mauser, and Sarah Corbin Woolf (Actors, New York City): *Drama for the Information Age*

In an effort to reach and educate the rising generation of tech leaders in the issues of management and software development, we have developed a weekly serial podcast “How We Manage Stuff” (HowWeManageStuff.com, also on iTunes and Google Play). In the process, we have learned how much material we can mine from the humanities. We started with the work of Stan Freberg, the pioneering radio producer, and Marshall McLuhan, who argued that the key point of creativity is found where a hot media (such as the Internet) starts to cool. In looking for models for our work, we have borrowed heavily from the Jacobean and 18th century playwrights such as Middleton, Dekker and Sheridan.

Jim Mole (Digital Media, Corcoran School of the Arts & Design): *How to Use Infographics to Tell Your Story*

An infographic (information graphic) is a visual snapshot distilling a large amount of information, data or knowledge in graphic form. In an age of information overload, infographics make data more accessible, relevant and alive. They amplify and improve quick cognition of data and their relationship to larger concepts. Widely used as news and marketing tools, infographics grab the attention of information consumers, and, increasingly, will be helping teachers teach; and students, to effectively showcase research results.

In my experience, infographics can be woven together into a powerful visual story telling medium. My presentation will discuss my approach to guiding students along a path of discovery, how to help them analyze a topic, and explore visually compelling ways to depict a concise persuasive argument. Through photography, imagery and web-based animation technology, I'll explain the process of moving the reader toward a particular conclusion in both direct and subtle ways. This methodology can present a single viewpoint on a topic or issue, as well as multiple paths of self discovery. It can be used to enhance a feature story, capture the attention of viewers and guide them through a journey toward a particular conclusion.

Dolsy Smith (GW Libraries), Michele Friend (Philosophy), Sudip Bose (Statistics): *Cultural Accounting*

We want to look beyond purely monetary measures of value, and measure and integrate indicators that are both quantitative and qualitative. For an example of an indicator that is both quantitative and qualitative, consider longevity in a population. This is a brute average number (quantity), but it indicates something about the quality of health and security enjoyed by the population (quality). We categorize the indicators according to these abstract and general qualities - the three Gunas (from Hindu philosophy): Sattva, Raja and Tamas. They are translated as: 'light and harmonious', 'exciting' and 'dark and controlling', respectively.

A web-based app—the "Guna Compass"—allows the user to manipulate multiple indicators of value as vectors, which can then be represented as *one* arrow: a compass measure of length and direction, showing the integration of the qualitative and quantitative aspects. This arrow can be used to guide policy decisions. We hope that the idea will be adopted by policy makers at the very top levels of government and international organizations.

1:30-2:00pm: 3 presentations + 10 min Q&A + 5 break

Justin Littman (Scholarly Technology Group, Gelman Library): *Coding Consultations*

The Scholarly Technology Group at Gelman Library is undertaking a pilot project this semester to provide coding assistance to all members of the GWU community. The goal is to support academic or scholarly inquiry which requires coding, software development, scripting, and/or programming. Areas of assistance include, but are not limited to, code review/debugging, tools selection, working with data markup/encoding, and data cleansing/manipulations. Consultations can be scheduled with the Research Calendar (<https://gwu.mywconline.net>).

The purpose of this presentation is to make GWU's DH community aware of the service, as well as solicit feedback on the pilot.

Richard Robin (Slavic Languages & Literatures): *Russian Subtitles Database*

The Russian subtitles database contains *targeted subtitles* to accompany available Russian media, mostly on YouTube. The Web is full of useful Russian language material, but most of it is just beyond the student's comprehension grasp. These include short news reports, soap operas, music videos, and commercials. Targeted subtitling means creating caption sets that are tailored to a class's comprehension level.

For example, fourth-year students would understand an episode from the Russian equivalent of the series *Homeland*, but a second-year class would need some help. Some lines would be understood without subtitles (e.g. What did you think you were doing?! Where did he go?). Others require an on-screen written hint, perhaps with glosses. The text-based subtitle format allows changes the text almost on the fly. That makes it easy to add multiple sets of titles for different audiences to the database for the widest possible coverage.

John Ziolkowski (Classics, emeritus), Denis Sullivan (Teaching and Learning, Policy and Leadership, University of Maryland - College Park), and Robert Farber (retired nuclear engineer, Senior Executive Service): *Homeric Similes: A Searchable, Interactive Database*

A year ago the three of us decided to identify all the similes in Homer's *Iliad* and *Odyssey*. We went about our task by agreeing on a specific definition of "simile" and dividing up the two epic poems so that each of us searched for these rhetorical figures in our assigned parts. We then compiled our compendium by listing the similes by book, with both Greek text and English translation. We also analyzed them by such categories as *tenor* (subject being compared, e.g. "Odysseus"), *vehicle* (comparison used to describe the subject, e.g. "a lion"), and *prothesis* (introductory term, e.g. "like"), while incorporating references to recent scholarship. The result seemed to be more suitable for the web than for publication in print. Rob Farber took on the task of preparing a website that was both as comprehensive as the book-like format yet much more accessible for intended users. As a research tool the difference between our "searchable, interactive database" and a conventional book is formidable and, as we proof-read, we are still learning about some of the ramifications and possibilities. You can see this in its current state at

<http://terpconnect.umd.edu/~sullivan/SimileSearchR3.html>

2:00-2:30pm: 3 presentations + 10 min Q&A + 5 break

Christy Regenhardt (Editor): *Ongoing Projects at The Eleanor Roosevelt Papers*

The Eleanor Roosevelt Papers is a research center working to preserve, teach, and disseminate the documentary record of Eleanor Roosevelt's public service career. Though the major goal of the Papers has long been to publish letterpress editions, we have always had a digital component, managing documents through databases (initially MS Access, now Darma) and managing publication through an internal wiki. We also had an early publication project to mount ER's "My Day" newspaper column, which ran from 1936 to 1962, online. Presently, the ER Papers is preparing to both revise its main website (moving into GW Drupal) and, in partnership with Gelman Library, to publish a major online edition of ER's serial radio and television programs-- approximately 390 transcripts and audio files. We are planning to bring out the transcripts initially as searchable PDFs, but they are also being coded in TEI for future publication.

Rachel Trent (Special Collections, Gelman Library): *The Digital Services Program*

The Digital Services program, located within Special Collections at Gelman Library, is building the capacity to support DH projects and invites collaboration with faculty and students in the GWU community. We're especially interested in projects that increase the use and enhance the usefulness of materials held in Special Collections. Recent projects include experimenting with new platforms for access and design of an audience-specific transcription project. Librarians in Special Collections and Digital Services can provide a variety of scanning services and expert advice on platforms, metadata, tools and long term preservation of digital content created by the GWU community.

Doretha Williams (Director): *DC Africana Archives Project*

The D.C. Africana Archives Project (DCAAP) serves to process collections housed at six repositories and collaborate to assure accessibility of these underused archives. DCAAP is funded by the Council on Library and Information Resources, and implemented by the George Washington University Gelman Library Special Collections and the Africana Studies program. The consortium institutions include, the Special Collections at the George Washington University, the Archives Center of the National Museum of American History, D.C. Archives,

Martin Luther King, Jr. Memorial Public Library, Moorland-Spangarn Research Center at Howard University and the Historical Society of Washington, D.C.

A considerable number of DCAAP collections are hidden away because they are unprocessed, inaccessible, or simply lacking a finding aid. DCAAP seeks to peer beyond the well-noted narratives and pose questions that interrogate the importance of these collections. What is unique about the history of Africana life and culture in D.C.? What role does a black majority play in the development of political systems and social justice? How do the unique cultural experiences, political movements, economic progressions, artistic expressions and educational institutions in Washington, D.C. expand the historical narrative of Africana history nationwide? It is not surprising that there is a large amount of material documenting the Africana experience in D.C. What is surprising is that a great portion of the history undergirding these narratives is hidden in collections that remain only partially accessible. Spanning close to 300 years, the collections housed in the District and processed through DCAAP will serve to enrich the already storied history of black populations in the region. Over the year, DCAAP will process and provide access to over 100 collections containing photographs, documents, and films that create a narrative of the lives of D.C.'s black communities, businesses, schools and political movements.

2:30-3:00pm: General reception (just outside of Gelman Library Room 702)

ADDENDUM

This presentation was unfortunately cancelled, but we provide information in this program for anyone who is interested:

Connie Gelb (English for Academic Purposes): *Facilitating Communication, Intercultural Competence and “Voice” in an EAP Course Through Digital Storytelling*

I will share my pilot project incorporating digital storytelling (DST) techniques into the EAP curriculum. I found that DST can facilitate communication, intercultural competence and “voice” among multilingual freshmen who struggle to express themselves in the learner-centered classroom. I used a process-oriented, multimodal approach to incorporating DST into the EAP curriculum with the goal of empowering multilingual voices. My students used a collaborative video platform to create, critique and share their autobiographical digital stories that also incorporated translanguaging practices. I will discuss some of the challenges and benefits of incorporating DST in the classroom.