



SUPPORTING RESEARCH, PUBLIC ENGAGEMENT, AND LEARNING THROUGH THE USE OF ARCHIVES IN DIGITAL HUMANITIES

Jamie Rogers
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HUMANITIES & TECHNOLOGY

- A space, physical or virtual..."where new media and technologies are used for **humanities-based research, teaching, and intellectual engagement and experimentation**"¹
- Using technology to **critically engage in redefining/rethinking humanities**
- Conversely, using humanities methodologies in considering the **role/impact/implications of technology in humanities** and more broadly in our lives

¹Zorich 2008 Zorich, Diane M. *A Survey of Digital Humanities Centers in the United States*. Washington DC: Council on Library and Information Resources, 2008.

SUPPORTING DIGITAL SCHOLARSHIP @ FIU



Digital Scholar Studio

- project consultation
- workshops
- in-class instruction
- equipment lending
- digital exhibit hosting
- software

- <http://dss.fiu.edu/>

Photo by Jean-Michel André

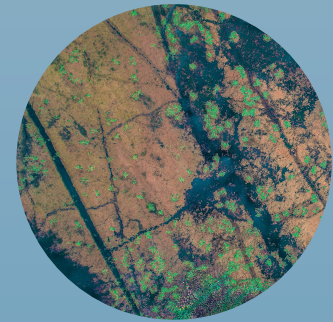


Digital Collections & Archives

- digitized special collections/archives/data
- community partnerships
- grant writing/collaboration

- <http://dpanther.fiu.edu/>
- <http://digitalcommons.fiu.edu/>
- <http://www.dloc.com/>

Carl G. Fisher, 1923
From [City of Miami Beach Digital Archives](#)



GIS

- data analysis
- data visualization
- development of online applications and knowledge management systems

- <http://maps.fiu.edu/gis/>

Photo by [Nathan Anderson](#) on [Unsplash](#)

DIGITAL SCHOLARSHIP RESOURCES

<http://libguides.fiu.edu/digitalscholar>

Search this Guide

Search

Digital Scholar Studio - Online Tools & Resources

ONLINE TOOLS & RESOURCES

TUTORIALS / Q&A

DIGITAL HUMANITIES PROJECTS

DIGITAL HUMANITIES
LITERATURE

DIGITAL HUMANITIES
ORGANIZATIONS

DATA SCIENCE & VISUALIZATION
PROJECTS

Comprehensive Lists

Text Analysis

Digital Exhibits

Mapping

Timelines

Annotation

Transcription

Audio

Infographics

DiRT (Digital Research Tools) Directory

<http://dirtdirectory.org/>

"The DiRT Directory is a registry of digital research tools for scholarly use. DiRT makes it easy for digital humanists and others conducting digital research to find and compare resources ranging from content management systems to music OCR, statistical analysis packages to mindmapping software."

UCLA's Digital Art Historian's Toolkit

<http://program.dh.ucla.edu/getty/index.php/the-digital-art-historians-toolkit/>

"A snapshot of tools that could be useful to art historians specifically. We've focused here on free, off-the-shelf tools that don't require programming knowledge and might be particularly interesting to people who work with a lot of images."

Roy Rosenzweig Center for History and New Media

Research + Tools

<http://chnm.gmu.edu/research-and-tools/>

Digital Humanities tools and descriptions of how they may be used.

TECHNOLOGIES (EXHIBITS)

<http://libguides.fiu.edu/digitalscholar>

Performing Archive: Curtis + “the vanishing race”

Princess Angeline

Ken Gonzales-Day, Scripps College

Edward S. Curtis (1868-1952) was born near Whitewater, Wisconsin. The family later moved to Minnesota where, due to poor health, his father, Jonathan Curtis, had to leave farming and became an evangelical preacher. In 1887, Edward moved with his father to the Washington territory and it will be several months before they can send for the rest of the family. His mother, Ellen, two sisters Eva and Ellen, and younger brother arrived in 1888. In an unfortunate turn of events, Jonathan, already ill, died only three days after their arrival.

Forced to take care of the family at an early age, Curtis dropped out of school by age twelve and had no formal training in art, photography or anthropology. He bought and built his first camera, using a lens his father had brought back from the Civil War. In Washington, his interest in photography had only increased and he purchased his first 14 x 17 inch view camera; he then mortgaged the family homestead to buy a \$150 dollar share in a photographic studio with a Mr. Rasmus Roti in Seattle in 1891. A year after that, he married his sweetheart, Clara Philips and went in on a new portrait studio with a Mr. Thomas Guphill. The studio did well and they received critical recognition for their photographic work. In 1895, his younger brother, Asahel Curtis started working in the studio. Edward and Clara had their first son in 1893, then a second child, followed by a third two years later, and a fourth in 1909. Clara, and indeed many of his family members helped out in the studio at various times, eventually his daughter, Beth takes the helm as Edward becomes more involved in working on The North American Indian and spends increasing amounts of time away from home.

In 1896, Curtis takes his first images of a Native American, which will be exhibited the following year, and will later be included in The North American Indian. The photograph was of “Princess Angeline” (circa 1820 – 1896) or Kick-is-om-lo as she would have been called in her native language of Lushootseed. She was the eldest daughter of Chief S’ahi, or Chief Seattle, and like Pocahontas was credited with saving the white man in a popular poem.

*The edict of the red man “Man-a-loose” (to kill)
The white man, she in her soul did will
To change; and hidden low in a canoe
Came o’er the waters of the bay so blue
To warn the white man of his danger, -
Since then to none has she been a stranger!*

The use of the term “Princess” was a popular American fiction that drew on a European model of royal blood lines, a concept that had no parallel in Native American social structure and was an extension of the image of the Noble Savage, which mostly served to distract non-Natives from the many hardships and injustices that faced Native American communities.

Princess Angeline was a well-known figure in Seattle because she had refused to leave the city, despite the fact that the 1855 Treaty of Point Elliott, had specifically stated that all Duwamish Indians had to relocate to reservations outside of Seattle.



Omeka

<http://omeka.org/> & <http://omeka.net/>

"Omeka is a free, flexible, and open source web-publishing platform for the display of library, museum, archives, and scholarly collections and exhibitions."

Scalar

<http://scalar.usc.edu/scalar/>

"Scalar is a free, open source authoring and publishing platform that's designed to make it easy for authors to write long-form, born-digital scholarship online. Scalar enables users to assemble media from multiple sources and juxtapose them with their own writing in a variety of ways, with minimal technical expertise required."

TECHNOLOGIES (MAPS)

<http://libguides.fiu.edu/digitalscholar>



Story Maps

<https://storymaps.arcgis.com/en/>

"Esri Story Maps let you combine authoritative maps with narrative text, images, and multimedia content. They make it easy to harness the power of maps and geography to tell your story."

Neatline

<http://neatline.org/>

"Neatline allows scholars, students, and curators to tell stories with maps and timelines. As a suite of add-on tools for Omeka, it opens new possibilities for hand-crafted, interactive spatial and temporal interpretation."

TECHNOLOGIES (TIMELINES)

<http://libguides.fiu.edu/digitalscholar>

The screenshot shows a TIME article page. At the top is a red navigation bar with the TIME logo and 'Sign In | Subscribe' links. Below the bar, the article title 'Nelson Mandela's Extraordinary Life: An Interactive Timeline' is displayed, along with the author 'By TIME Staff' and the date 'Dec. 05, 2013'. A row of social sharing buttons (Facebook, Like, Twitter, Google+, LinkedIn, Save, Read Later) is visible. The main content area features a portrait of Nelson Mandela in 1990, a sub-headline 'Mandela: A Life of Purpose', and a short introductory paragraph. A small event marker on the right indicates '12:00 AM A Child is Born'.



Northwestern University Knight Lab

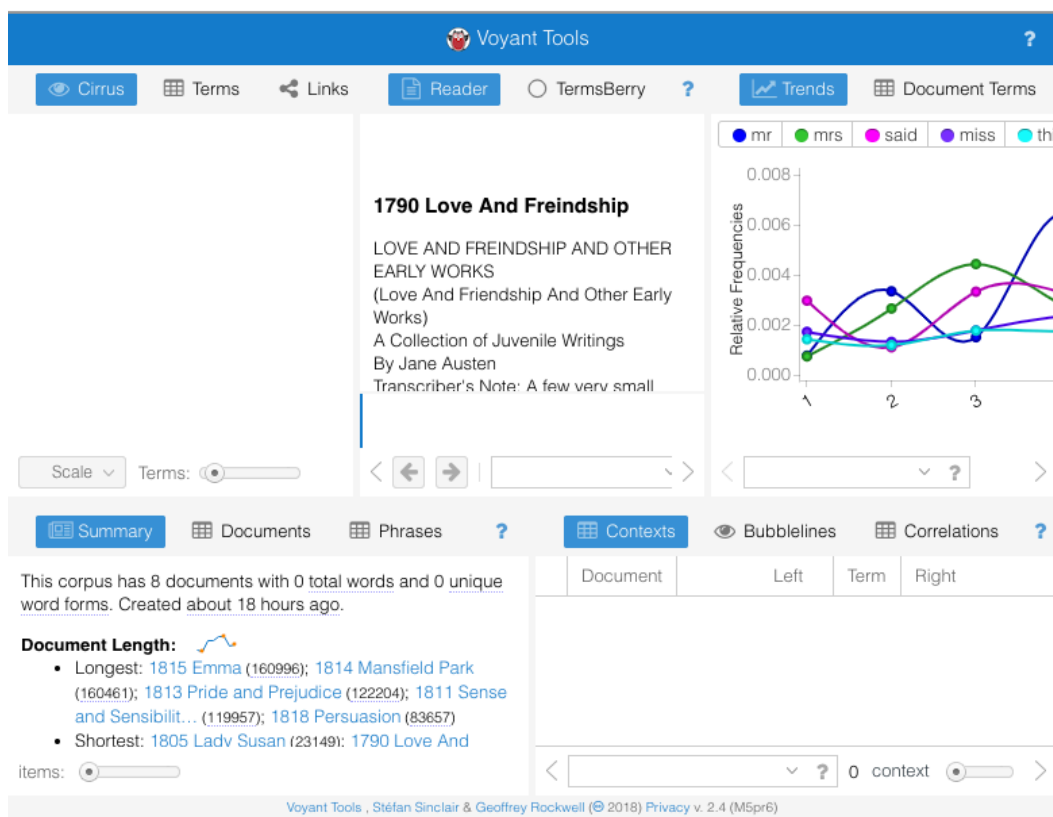
TimelineJS

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

"TimelineJS is an open-source tool that enables anyone to build visually rich, interactive timelines. Beginners can create a timeline using nothing more than a Google spreadsheet"

TECHNOLOGIES (TEXT)

<http://libguides.fiu.edu/digitalscholar>



Voyant

<http://voyant-tools.org/>

Voyant Tools is a web-based text reading and analysis environment.

It is a scholarly project that is designed to facilitate reading and interpretive practices for digital humanities students and scholars as well as for the general public.

PROJECTS

<http://libguides.fiu.edu/digitalscholar>



Environment & Society

"The Environment & Society Portal is a gateway to open access resources about human participation in, and understandings of, the environment. It addresses the community of teachers and researchers in environment-related humanities, as well as the interested public.

The Portal is the digital publication platform and archive of the Rachel Carson Center for Environment and Society (RCC), a nonprofit joint initiative of the LMU (University of Munich) and the Deutsches Museum. As such, it reflects the research themes of the RCC and its fellows, who are international experts in related fields. Fellows are involved in contributing to the Portal and curating its content."



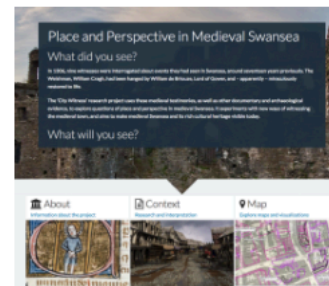
Network visualization: mapping Shakespeare's tragedies

"A network visualization in which each character is represented by a node connected with the characters that appear in the same scenes. The result speaks for itself: the longest tragedy (*Hamlet*) is not the most structurally complex and is less dense than *King Lear*, *Titus Andronicus* or *Othello*. Some plays reveal clearly the groups that shape the drama: Montague and Capulets in *Romeo and Juliet*, Trojans and Greeks in *Troilus and Cressida*, the triumvirs parties and Egyptians in *Antony and Cleopatra*, the Volscians and the Romans in *Coriolanus* or the conspirators in *Julius Caesar*."



Lord of the Rings Project

"Lord of the Rings Project, commonly shortened LotrProject, is a creative web project dedicated to the works of J.R.R. Tolkien. It is perhaps most known for the extensive and ever updating genealogy, the historical timeline of Middle-Earth and the statistics of the population of Middle-Earth."



City Witness

"City Witness is a major, cross-institutional, multi-disciplinary research project, funded by the UK Arts and Humanities Research Council. The initial research phase ran from January 2013 until the end of June 2014, though activities continue beyond this period.

In these pages you can find information about the project, as well as guidance on how you can make use of the City Witness resources."



The Anti-Eviction Mapping Project

"The Anti-Eviction Mapping Project is a data-visualization, data analysis, and storytelling collective documenting the dispossession of San Francisco Bay Area residents in the wake of the Tech Boom 2.0. Through digital maps, oral history work, film, murals, and community events, the project renders connections between the nodes and effects of new entanglements of global capital, real estate, high tech, and political economy. It studies the displacement of people but also of complex social worlds as certain spaces become desirable to such entanglements. Maintaining antiracist and feminist analyses as well as decolonial methodology, the project creates tools and disseminates data that contributes to collective resistance and movement building."

PROJECTS <http://dss.fiu.edu/>

GALLERY



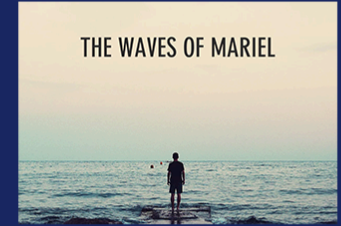
Race in Advertising



Havel Conversations



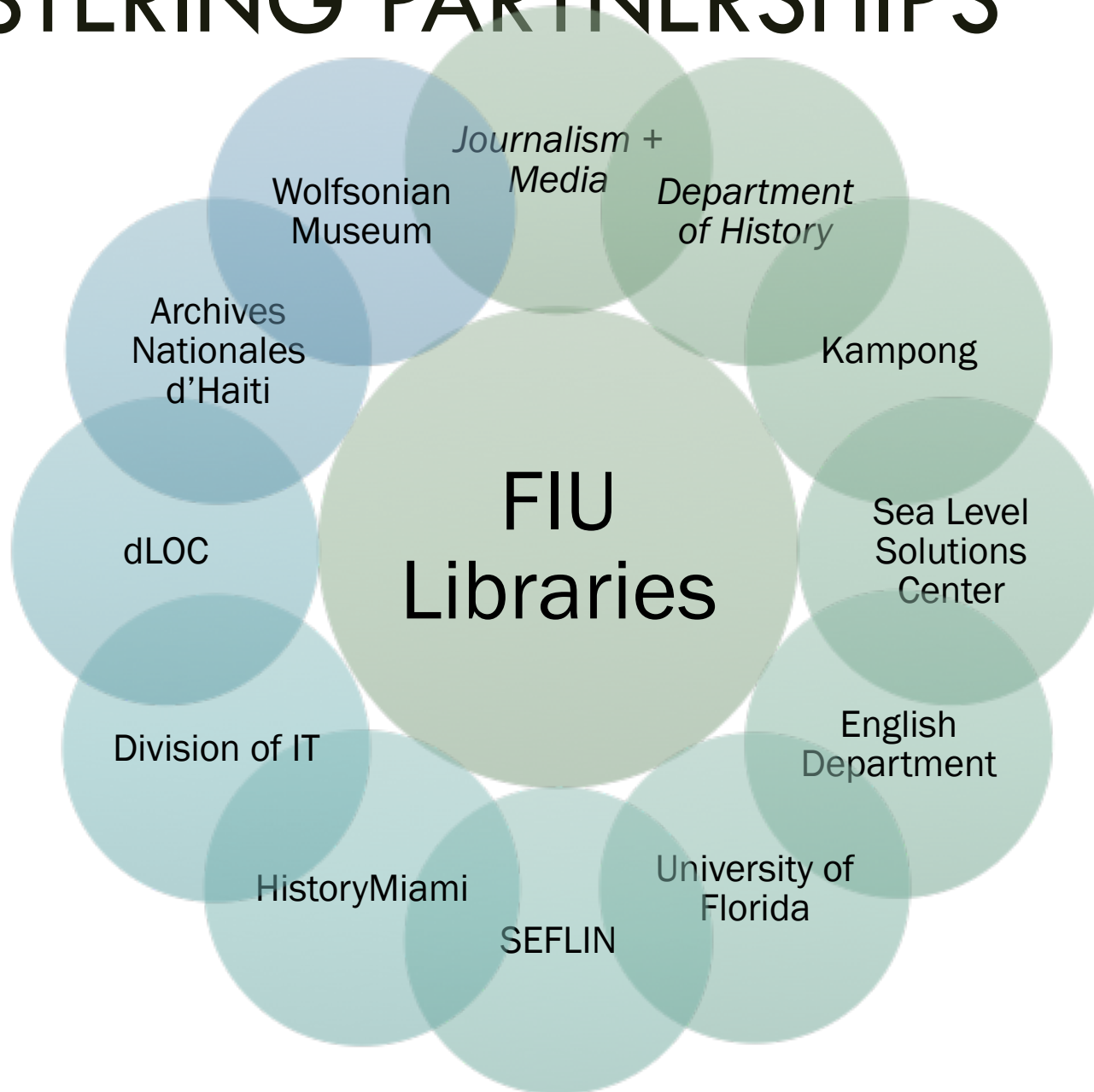
War and Health



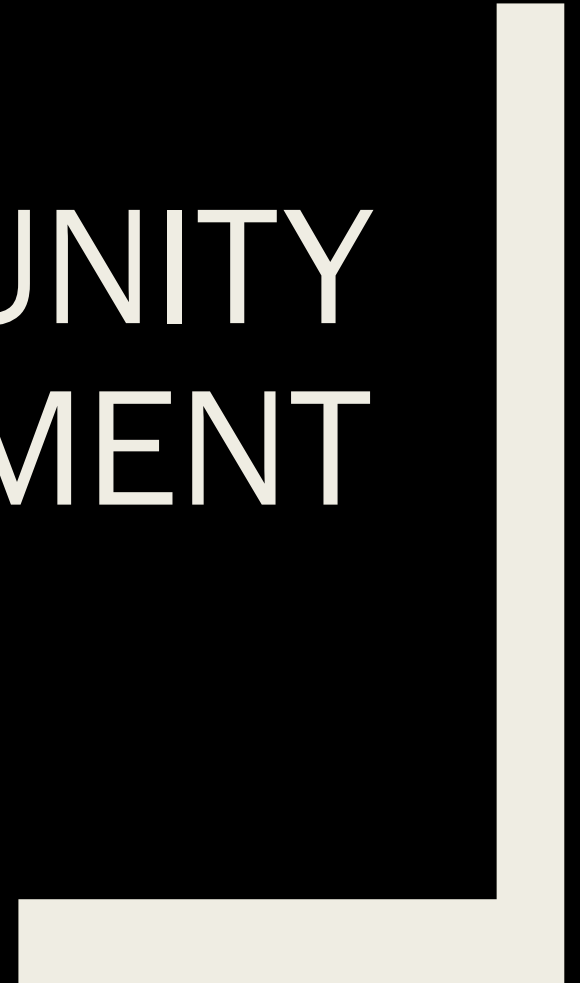
Senior Seminar:
#History in the Digital Age



FOSTERING PARTNERSHIPS



COMMUNITY ENGAGEMENT



FRAGILE HABITAT

Conversations for Miami's future

Ecohumanities for Cities in Crisis

April 2016-April 2017

All events are now past: Please see Archive
for descriptions and videos

<http://ecohumanities.fiu.edu/>

NEH, Humanities in the Public Square

Series of public events in partnership with local museums and cultural heritage institutions

Nationally recognized scholars and local environmentalists examine the challenges of climate change through culture and history

2016-2017, PI – April Merleaux





FRAGILE HABITAT

Conversations for Miami's future

Ecohumanities for Cities in Crisis: APRIL - OCTOBER 2016 - All events free and open to the public

Explore the challenges Miami faces from climate change through culture and history. Join nationally recognized scholars and local environmentalists for stories about our connections to this unique and fragile landscape. How can we come together to imagine our future and prioritize what is most valuable, just, and worthy of preservation?

Healthy Women, Healthy Communities, Healthy Planet

WEDNESDAY, MARCH 30 from 6-8:30pm, at **Blessed Catering** | 5711 NW 7th Ave, Miami, FL 33127
Parking and Entrance in the rear, at 5711 NW 6th Place

REFRESHMENTS 6pm

PANEL DISCUSSION 6:30-8:30

Celebrate Women's History Month with a discussion of the far reaching issues related to women, health, and the environment. From climate change to asthma and cancer, from Flint's dirty water to Brazil's Zika virus, women bear the burdens of the world's environmental problems. Women also work tirelessly for solutions to these challenges. Hear from women working on diverse issues, past and present, local and global. Tell your own stories. Share resources to build more resilient communities in Liberty City, Little Haiti, and across Miami-Dade County.

Featuring remarks by

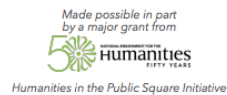
- **Marleine Bastien**, Executive Director of Fanm Ayisyen nan Miyami/Haitian Women of Miami
- **Dr. Okazi Otovo**, Assistant Professor, Department of History, Florida International University
- **Paulette Richards**, Women in Leadership Miami

Moderated by **Kamalah Fletcher**

ecohumanities.fiu.edu

#ecohumanities305

Organized by



In Collaboration with



The Kampong



FIU College of Arts, Sciences and Education | Green Library Digital Collections Center

GETTING THE WATER RIGHT

A Dialogue on Culture, Politics, and Water in the Everglades at
Vizcaya Village Garage

SUNDAY, APRIL 30, 2017

from 4:00pm to 6:00pm

Free and open to the public

Vizcaya Village Garage | 3250 S. Miami Avenue | Miami, FL 33129

ABOUT THE EVENT

Join us to hear an unusual combination of perspectives representing the intersection of human experience and science in the Everglades. Speakers offer insights to move us beyond a simplistic story of agriculture vs. environment in hopes of protecting the ecosystem's health. The conversation will incorporate images of the photographic and ethnographic exhibition *Getting the Water Right: The Culture and Politics of Water in the Everglades*, which is on view throughout the Everglades National Park. A collaboration of the prize-winning photographer Adam Nadel and UCLA anthropologist Jessica Cattelino, *Getting the Water Right* visually and textually explores the interplay of ecological, social, and cultural processes in one of the world's most iconic and imperiled wetlands ecosystems. Nadel and Cattelino will speak, along with Jim Shore, General Counsel for the Seminole Tribe of Florida, Clewiston City Commissioner Mali Gardner, and FIU biologist Evelyn Gaiser.

Registration and more information at <https://rightwaterfiuvizcaya.eventbrite.com>

From <http://ecohumanities.fiu.edu/>

EYES ON THE RISE

<http://www.eyesontherise.org/>



VirtualEYES

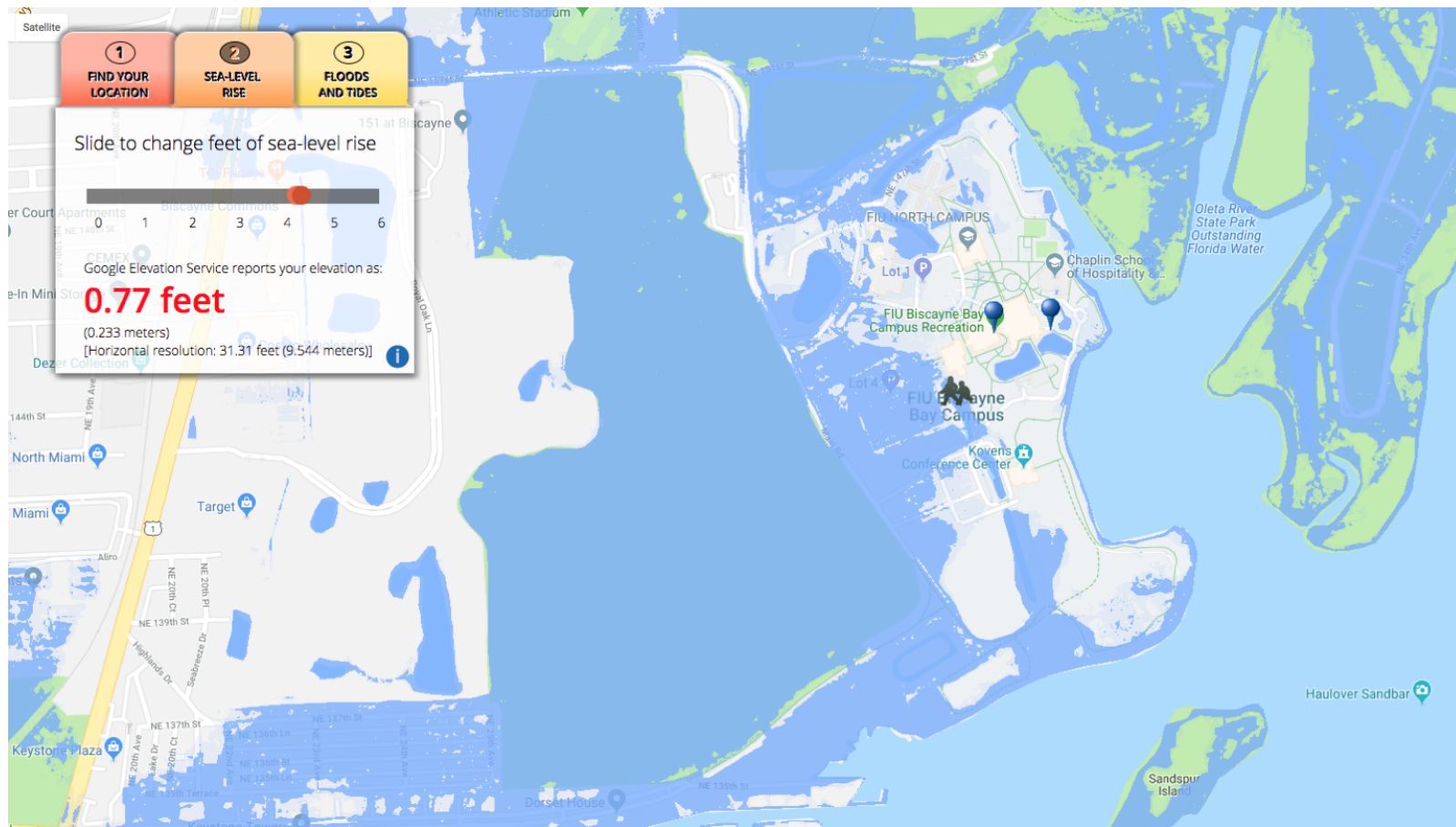


COMMUNITY AWARENESS



SEA LEVEL RISE TOOLBOX

<http://citizeneyes.org/app/>



<http://opalocka.omeka.net/exhibits/show/rising-seas-and-opa-locka>

MAKING WAVES IN OPA-LOCKA: HISTORY AND RISING SEAS

Explores the impact of climate change on vulnerable communities in south Florida

RISING SEAS



The city did not help to maintain black communities who settled in Opa-Locka in the late 1940s. By the early 1950s, neighborhoods in Opa-Locka were already showing signs of negligence. The construction of Interstate 95 during the late 1950s and early 1960s dug segregation's roots even deeper. In the 1960s, the Miami City Commission improved the "white slums" by building parks, libraries, water processing plants, and other amenities while simply razing homes to the ground in Opa-Locka to make room for large public housing.

It should be noted that city planners did not likely consider the impact rising sea levels would have on the future of Miami and on residents of Opa-Locka. However, this does not erase the fact that many black Miamians were relocated from Overtown to areas of lower elevation such as Opa-Locka. City planners and white residents intentionally created a segregated community by setting aside areas in Opa-Locka for black residents. The decisions from nearly 60 years ago impact the lives of those in Opa-Locka today, and may have a profound impact in the future regarding rising sea levels.

The Union of Concerned Scientists' 2015 study, "Surviving and Thriving in the Face of Rising Seas," deemed Opa-Locka a "climate equity hotspot" because it lies near the coast, sits at low elevation (about 6 feet), and its socioeconomic status. Sea levels in the Miami area are expected to rise between 9-24 inches by 2060, creating more flood risk and threatening water supply. With a median household income of just over \$20,000, Opa-Locka residents are ill-equipped to prepare for rising seas.

To see future sea level rise projections, visit <http://www.eyesontherise.org/>

RISING SEAS AND OPA-LOCKA

[Miami's Early Days](#)

[A Growing Segregated City](#)

[Rebuilding After The Great Hurricane of 1926](#)

[Postwar Suburban Sprawl](#)

[Magnolia Gardens and Bunche Park](#)

[Urban Renewal, or "Negro Removal?"](#)

[Rising Seas](#)

[Further Reading](#)

An investigation into the history of the Opa-Locka community in an attempt to find the origins of its residents' socioeconomic troubles and how sea level rise may impact them in the future

GROWING ARCHIVES



SUBMERGING THE SUNSHINE: EXPLORE SEA LEVEL RISE IN SOUTH FLORIDA

<http://submergingsunshine.omeka.net/>

» [The Future of Fresh Water](#)

» [Rising Waters on Indian Reservations](#)

» [Running Waters](#)

» [Engineering Water](#)

» [Home](#)

» [Map](#)

1960s and 1970s postcards of Florida fauna and flora and Native American villages



Dublin Core

Title

1960s and 1970s postcards of Florida fauna and flora and Native American villages

Creator

Rubel, Amadeus B. (Photographer)
Willard, W. W. (Photographer)
Hannau, H. W. (Photographer)
Valence Color Studios (Photography Studio)
Griffin, Marlin T. (Photographer)

Source

<http://dpanther.fiu.edu/dpService/dpPurlService/purl/AA00000049/00001>



Submerging the Sunshine: Explore Sea Level Rise in South Florida

» [The Future of Fresh Water](#)

» [Rising Waters on Indian Reservations](#)

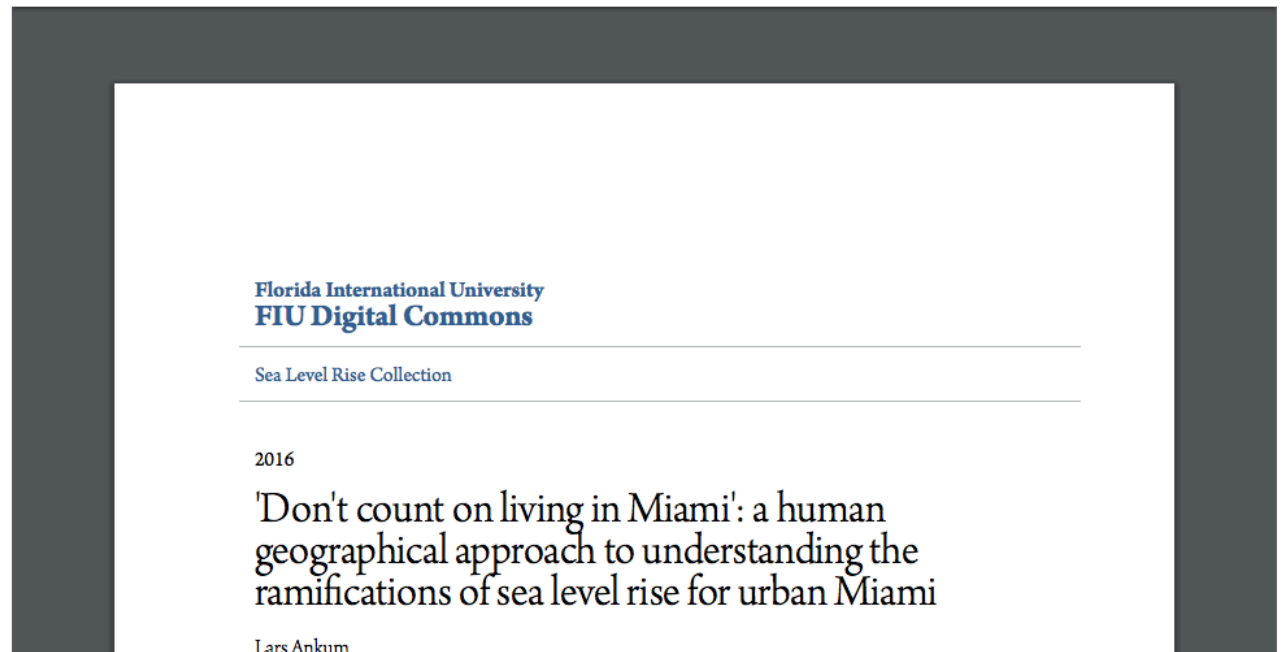
» [Running Waters](#)

» [Engineering Water](#)

» [Home](#)

» [Map](#)

Don't count on living in Miami: a human geographical approach to understanding the ramifications of sea level rise for urban Miami



Dublin Core

Title

Don't count on living in Miami: a human geographical approach to understanding the ramifications of sea level rise for urban Miami



Home > Arts & Sciences > INWE > SEA LEVEL RISE

SEA LEVEL RISE COLLECTION

A collection of publications, reports, presentations and research on sea level rise. This collection is comprised of research from various faculty and departments throughout FIU and is part of FIU's Sea Level Rise research initiative.

Featured Work: [Submerging the Sunshine: Explore Sea Level Rise in South Florida](#) a project produced by undergraduate students in Spring 2016

12:00 AM
January 1, 2009

Sea Level Rise in Miami-Dade County Florida Implications for Management of Coastal Wetlands

12:00 AM
12:00 AM

South Beach Hypsographic **Climate Change and**

Change and Regions
Look at Central

Sustainability of coastal resources: sea level rise and coastal forests

Evaluating the Effects of Sea Level Rise on Sea Turtle Nesting Sites: A Case Study of

[Documentary] South Flor Rising Seas

Adapt Respo and L

Maps of Sea Level Rise - Nautilus Island, Miami Beach, FL

Barrier Island Response to Sea Level Rise in North Carolina

Socio-ecological to Climate Chan Florida

2012 2013 2014

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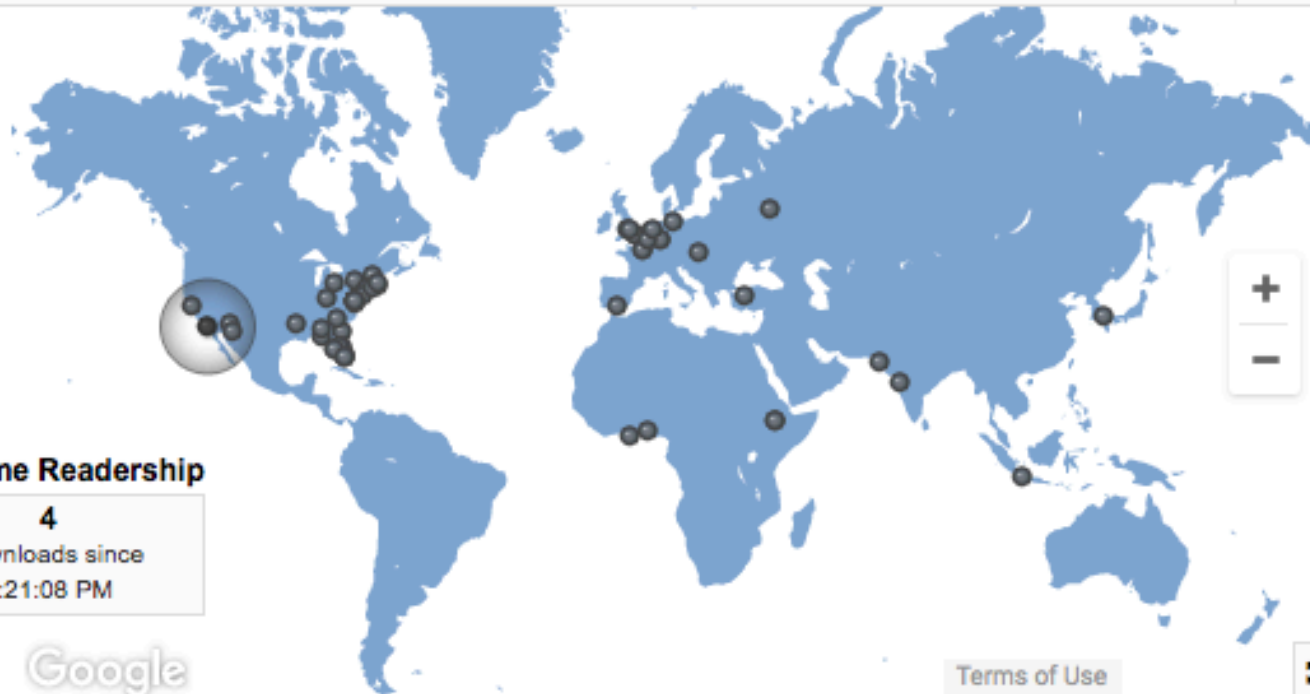
SelectedWorks Sites

[Robert Gutsche](#)

Reader from:  San Marcos, California, United States

MMC 4936 Digital Publishing Workshop

Susan Jacobson



Real-time Readership

4

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122
Total Papers

8,577
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Downloads in the past year

CONTEXTUALIZING ARCHIVES



AN ISLAND LUMINOUS

<http://islandluminous.fiu.edu/>

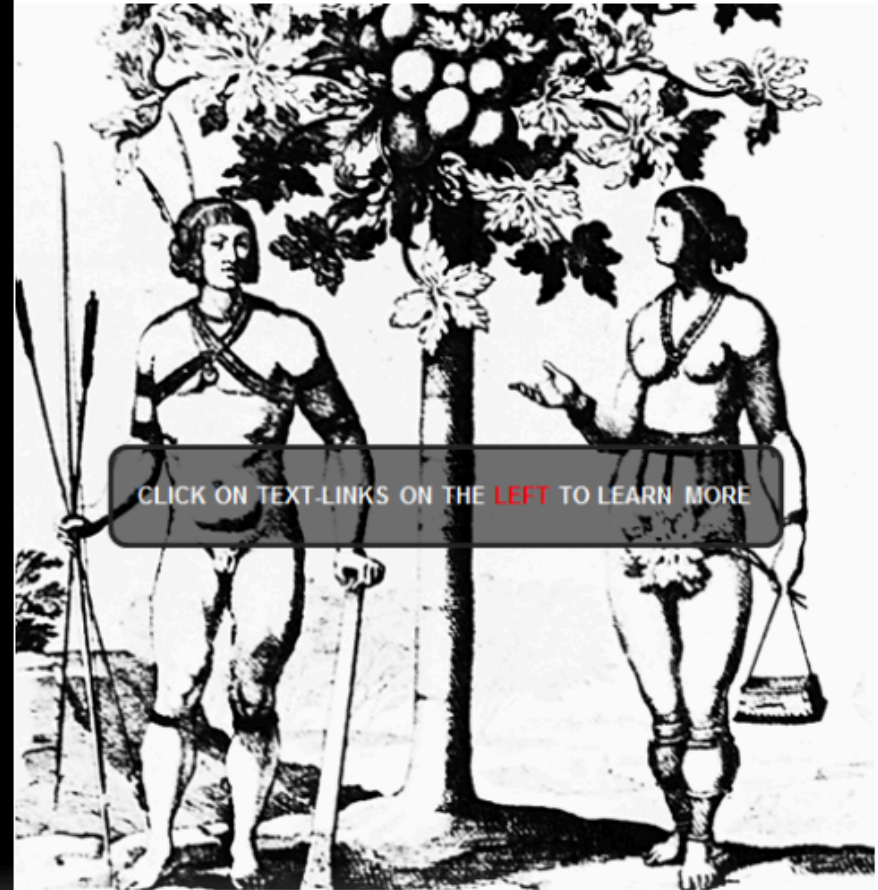
“... a site to help readers learn about Haiti’s history. Created by historian Adam M. Silvia and hosted online by Digital Library of the Caribbean, An Island Luminous combines rare books, manuscripts, and photos scanned by archives and libraries in Haiti and the United States with commentary by over one hundred (100) authors from universities around the world.”



I. 4000 BCE to 1788 CE

Hispaniola, the island that Haiti and the Dominican Republic now share, was inhabited maybe as early as 4000 BCE by migrants originally from Central America. By 1200 CE, northern [Caribbean civilizations](#) had mixed and evolved into the [Taínos](#), whom Christopher Columbus [encountered](#) when he arrived in 1492. Columbus promptly returned to Spain to [report to the royal court](#). But one ship, the Santa María, wrecked on the island's shore and its crew stayed behind. They built a settlement, [Navidad](#), which the Taíno destroyed when the Spaniards provoked them. When the Spanish returned in subsequent voyages, they subjugated the Taíno, who were decimated by disease and overwork. Native leaders like [Anacaona](#) were executed. As the Taínos dwindled in number, and sympathizers like the Spanish Friar Bartolomé de las Casas came to their defense, the colonizers started to import more and more enslaved Africans to serve as workers, which led to the Atlantic slave trade.

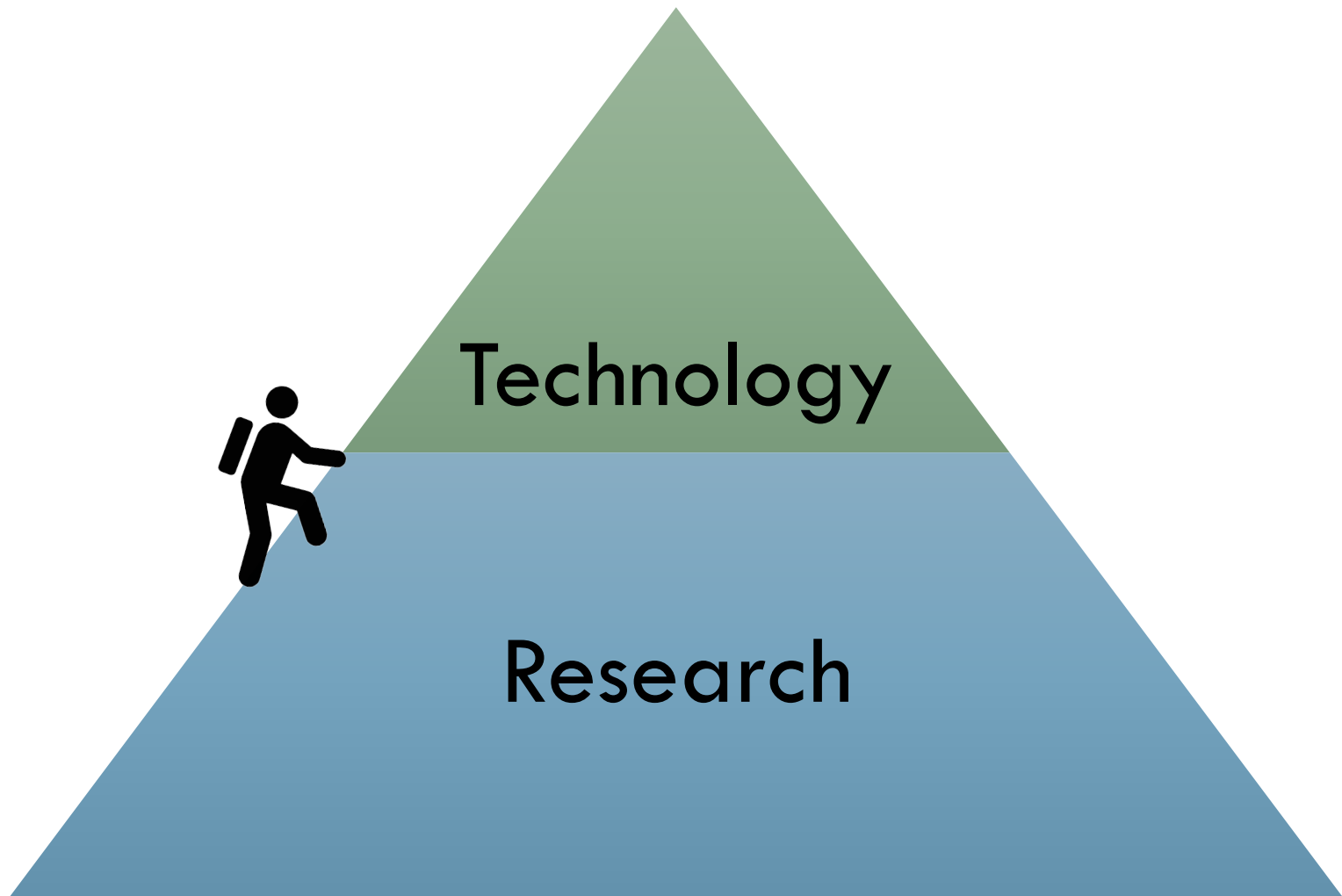
While the first court of the Spanish crown in the Americas was the Royal Audiencia of Santo Domingo, created in 1526, the Spanish nonetheless started to neglect Hispaniola when they discovered precious metals in Central and South America. French pirates, [filibusters](#), were thus able to settle in what is today Haiti. To consolidate power over this new society, the French monarchy urged planters to settle there. The planters imported enslaved Africans to cultivate tobacco, indigo, and [sugar](#), which were sold in Europe. In the 1697 Treaty of Ryswick, Spain ceded dominion over western Hispaniola to France. The colony, renamed Saint-Domingue, would become the most important asset in the [French Atlantic economy](#). The enslaved Africans were brutally exploited, but some escaped and established [maroon societies](#). In 1685, the crown introduced the Code Noir, which allowed slave owners to violently discipline their slaves. The code also allowed slave owners to free their slaves, and let slaves buy their own freedom, provided their owners approved. Hence by 1790 there were numerous [free people of color](#), many of whom demanded [the same liberties](#) as whites. Some served in the French volunteer infantry that [helped the United States](#) win its independence.



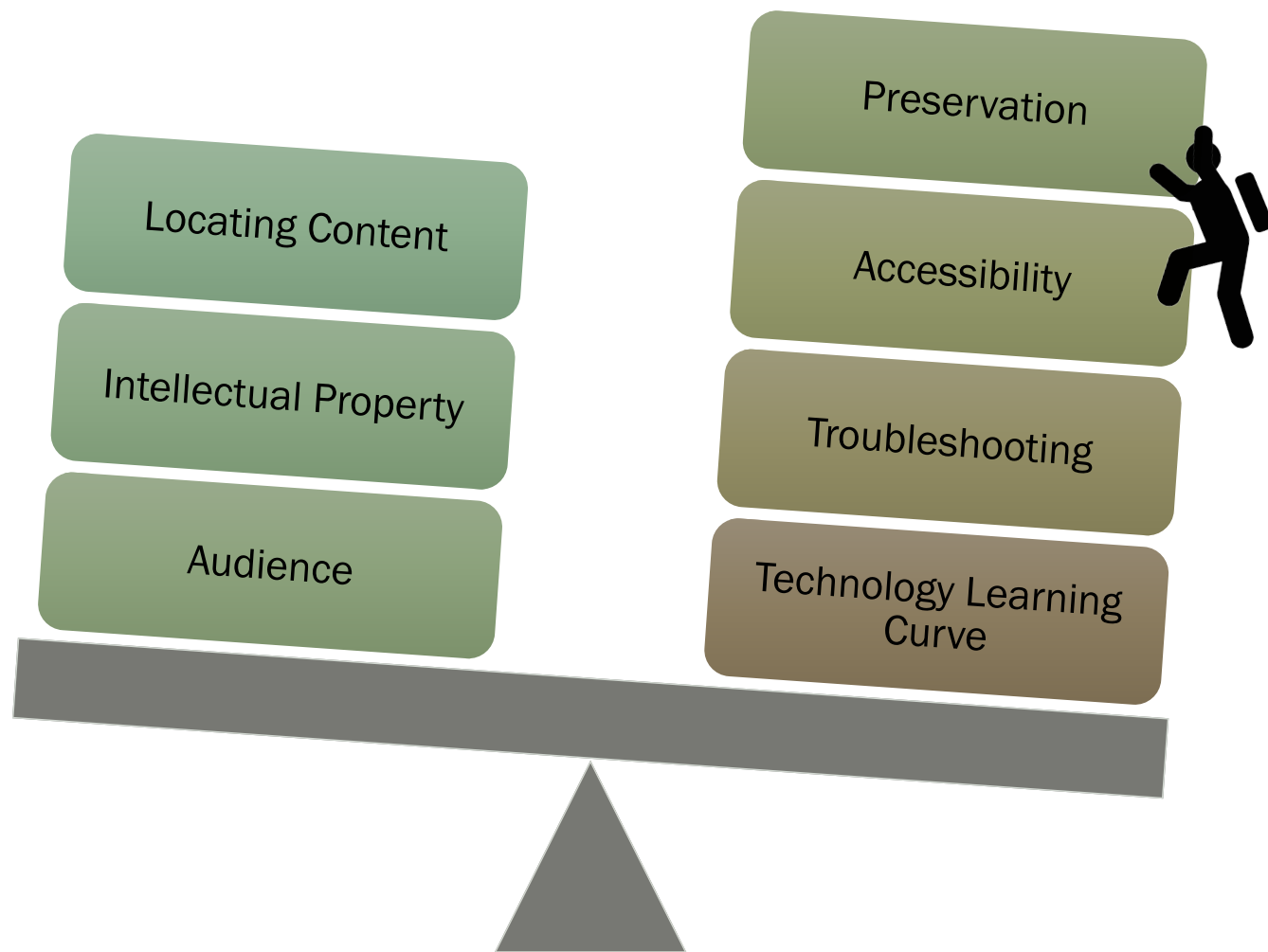
The image features two thick black L-shaped brackets. One is positioned in the top-left corner, and the other is in the bottom-right corner. They are oriented towards each other, framing the central text.

**GETTING
STARTED...**

SURMOUNTING DIGITAL HUMANITIES



BALANCING ACT FOR DIGITAL HUMANITIES



TECHNOLOGY TIPS

- Plan for sustainability by using **standardized, exportable, and well supported** tools
- **Stay up-to-date** with new technologies and changes to existing technologies
- Keep in mind that technologies can experience “**end of life**” or “**end of support**”

JOIN ORGANIZATIONS

HASTAC - (Humanities, Arts, Science, and Technology Alliance and Collaboratory)

- <https://www.hastac.org/>

Digital Library Federation

Digital Humanities Slack group

- digitalhumanities.slack.com

READ ABOUT WHAT OTHERS ARE DOING

The Journal of Interactive Technology and Pedagogy

- <https://jitp.commons.gc.cuny.edu>

Digital Humanities Quarterly

- <http://www.digitalhumanities.org/dhq>

Journal of Digital Humanities (JDH)

- <http://digitalhumanitiesnow.org/>

ATTEND CONFERENCES & WORKSHOPS

Alliance of Digital Humanities Organizations (ADHO)

- <https://dh2018.adho.org>

DLF Community Calendar

- <https://www.diglib.org/opportunities/calendar/>



**EXPLORE &
PLAY!**



THANK YOU

Questions?

rogersj@fiu.edu