

# DLA

the Digital Liberal Arts  
@ Middlebury College

## September 2018 Newsletter

Welcome to the new academic year. The [DLA](#) has had a busy summer supporting digital scholarship by faculty and students and working with staff to create a robust set of resources for digital inquiry, whether it involves using computers and multimedia to dig deeper into core disciplinary questions or reach out in new, interdisciplinary modes. It has been a pleasure connecting with various faculty members since I arrived in January, and I am always available for



ongoing consultation even if you have only the seed of an idea for a DLA project. Just email [dla@middlebury.edu](mailto:dla@middlebury.edu) to set up an appointment.

This fall we have a robust program of [events](#) available, both online and in person. In October, we will host a group of visiting international scholars for the kickoff symposium of the [Atlantic World Forum](#) project, which uses a digital platform to bring faculty and students together around shared research and exchange focused on topics in transatlantic cultural history. A Davis Educational Foundation Grant is supporting a series of [Zoom-based Video Conferences with experts in digital pedagogy](#). Our [Behind the Scenes](#) events allow you to learn from fellow faculty about their DLA-supported research. And the [Digital Fluencies](#) series offers an opportunity to acquire conceptual knowledge about what it means to engage critically with technologies of the contemporary world. We heartily invite you to join us!

Below you can read more about our incoming [DLA Faculty Fellows](#) and other highlights from the DLA. Our [website](#) contains more information and news as well. And if you are free, please come visit us at the Davis Family Library Open House on Thursday, October

4th, 3 to 5 pm. I look forward to continued—and new—conversations about how the digital can enhance your scholarship, research, teaching, and other endeavors.

— Michael Kramer, Acting Director, DLA; Assistant Professor of the Practice, Digital History

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## In This Issue:

- DLA Funding Deadlines and External Digital Opportunities
  - 2018-2019 DLA Faculty Fellows
  - September programming: Davis Digital Pedagogy Zoom Video Conference Sessions, Digital Fluencies Series, and more events
  - Wiki Education Opportunity For You and Your Students
  - Project Spotlight: Working with Assistant Professor Dima Ayoub, Two Students Take a Digital Humanities Approach to Arabic Literature
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## DLA Funding Deadlines and External Digital Opportunities

This year, the DLA has a small funding budget to support digital scholarship at Middlebury. The [DLA funding program](#) encourages faculty and staff to try new methods, learn new skills, and master advanced approaches that will enhance their digital scholarship. We particularly support faculty research, but also assist with pedagogical projects and professional development in relation to digital endeavors. Funding can support direct work with paid student apprentices, travel, purchase of hardware and software, and other needs. The first deadline for proposals is **November 1, 2018**, which are then reviewed by the DLA Executive Committee. If your funding needs do not fit well with the deadline, in special circumstances the DLA will consider proposals prior to or after the deadline. We strongly encourage meeting with Michael Kramer, Acting Director of the DLA, before submitting a proposal. Email [dla@middlebury.edu](mailto:dla@middlebury.edu) to set up an appointment. Michael is also available for consultation at any stage of a project. Additionally, a separate email goes out to our listserv roughly once a month with information about external funding, cfp's for conferences, and other digitally focused opportunities beyond campus.

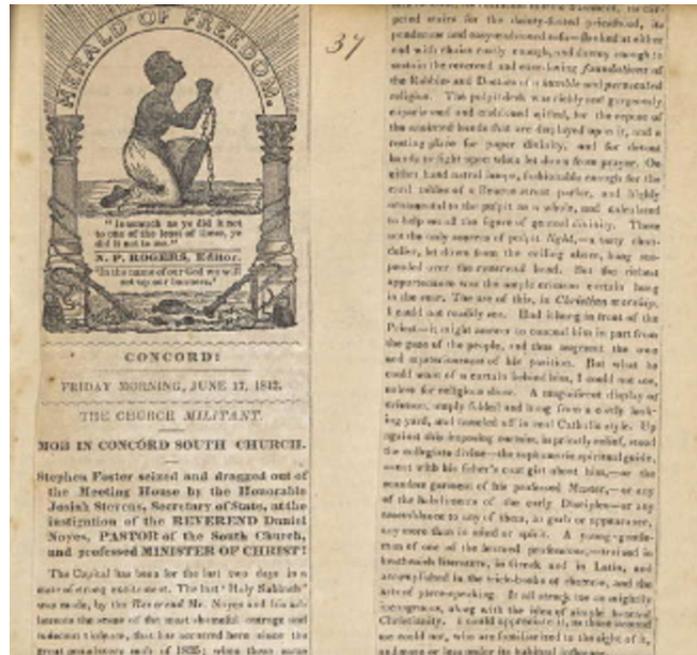
Apply for DLA Funding

## 2018-2019 DLA Faculty Fellows

### Will Nash, American Studies/English and American Literatures— One Cry, Many Voices: The Role of Scrapbooks in the Struggle to End American Chattel Slavery

Abolitionist scrapbooks compiled in the United States in the first half of the nineteenth century have been underappreciated and under-analyzed by scholars.

Although fighting the anti-slavery battle necessitated overt, often public, action and frequently demanded the collaborative creation of a collective voice to speak against the peculiar institution, the impetus for participation in the struggle necessarily began privately and internally for each individual. If one reads the scrapbooks as illuminating both the subject matter and the maker, then collecting individual maker's takes on the central moral and political struggle of the mid-nineteenth century provides scholars with an invaluable window of insight into how the struggle arose and how it shaped and was shaped by the individuals, famous and unknown, who embodied and enacted that resistance. It also firmly establishes a connection between the artifacts and our present cultural moment. If, as historian Ira Berlin has asserted, "slavery has become a language, a way to talk about race, in a society in which blacks and whites hardly talk to each other at all," then exploring the language of the struggle against slavery, and most particularly the language of a collaborative movement like the abolitionist struggle, provides us with a model for thinking about how to address and possibly overcome the inherent tensions and violence that continue to plague America's racial realities. Within the language of resistance to American chattel slavery, the abolitionist scrapbook stands as a monument both to what



an individual can contribute to the struggle and how the preservation and dissemination of his or her insights can help lay a foundation upon which groups of resisters can build. As hybrid texts, the scrapbooks are also ideal candidates for digital humanities work, beginning with the goal of creating a fully-realized, searchable digital edition of the scrapbooks accessible electronically to scholars and teachers who might find the resources useful.



## Natalie Eppelsheimer, German —Escape Routes and Refugee Narratives

This project moves from studies of people fleeing Nazi-occupied Europe between 1933 and 1945 to refugee experiences more broadly. It widens the perspective and timeframe by examining escape

routes taken by current refugees seeking to reach, rather than escape, Germany. The project will create geospatial visualizations and timelines of refugee stories, use digital tools for text analysis, and harness computational and multimedia tactics to connect WWII-era refugee narratives to a broader geographic and historical context ranging from the writings of German Jewish refugees depicting their lives in British East African colonies to contemporary refugee crises in Europe.

## Brigitte Humbert, French—La Grammaire Française: Interactive French Grammar Web Site

This project draws upon materials developed over a career teaching French at Middlebury to build an interactive French grammar website in French with rules, exercises, and activities (songs or games) that are both informative and fun. Explanations of grammar rules are downloadable for safekeeping and further use, as well as readable directly on the site for those who wish to check and confirm a grammar point. Exercises and activities can be downloaded as well,



but also done directly on the website with instant feedback. Finally, the site will provide links to more complex French grammar sites for those who wish to study a grammar point more in depth or do further practice.

## **Jason Mittell, Film and Media Culture/American Studies/Senior Adviser to the DLA—The Characteristics and Characterization of *Breaking Bad*: A Video Book**

This multimedia project will explore the landmark American television series *Breaking Bad* (2008–13) via the emerging format of videographic criticism, producing a collection of open access video essays interpreting the particular modes of characterization within the series and arguing for the significance of character as an aspect of media storytelling. The resulting “video book” will be intellectually significant in three primary ways: adding to our theoretical and analytical understanding of characterization in moving image media, filling gaps in the existing literature; serving as one of the first extended single- authored studies of one of the most popular, acclaimed and influential contemporary television series; and breaking new ground on how videographic criticism engages with television, establishing a new format of the video book focused on a television series. Given the popularity of the series and the accessibility of and high interest in the video essay format, this video book should make a strong impact on both the academic field of media studies and general audience understanding of *Breaking Bad* and videographic criticism.

Check out the draft of Jason's first chapter, "What's Walt Thinking? Mind Reading & Serialized Memory in *Breaking Bad*."



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## **Fall Events**

## Davis Zoom Video Conference Pedagogy Sessions

Sep 21, 12-1:30pm - Oct 11, 12-1:30pm - Nov 15, 12-1:30pm

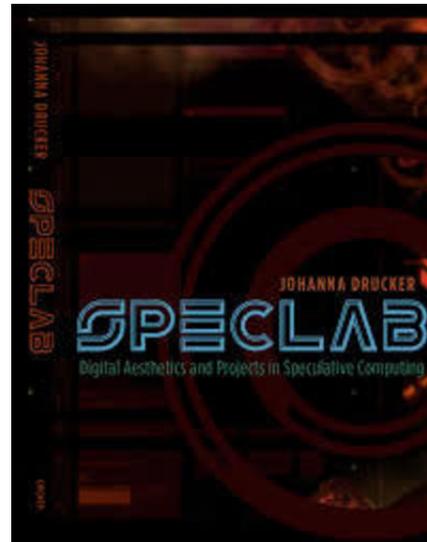
This fall, funded by the Davis Educational Foundation, we feature three outside scholars who are experts on digital pedagogy for our [Davis Digital Pedagogy Zoom Video Conference Sessions](#). Please sign up to join us online through Middlebury's Zoom Video Conference system for presentations and discussions with Ryan Cordell, Professor at Northeastern University, on "[\(Some Ideas About\) How to Teach Digital Humanities](#)"; Lauren Tilton, Professor at University of Richmond, on "[The Digital Public Humanities, Giving New Arguments & New Ways to Argue](#)"; and Cheryl Ball, Professor at Wayne State University, on "[Using An Editorial Pedagogy to Peer Review Students' Multimodal Texts](#)."

[Sign Up for Davis Digital Pedagogy Zoom Sessions](#)

## Digital Fluencies Series

Sep 28, 4:30-6pm - Oct 25, 12-1:30pm - Nov 16, 4:30-6pm - Dec 6, 12-1:30pm

The Digital Fluencies Series investigates what it means to develop more critical facility with digital technologies. Meetings usually feature informal discussion of 1-3 short readings (access to materials will be provided) and sometimes a case study. Faculty, students, and staff are all welcome to participate regardless of digital skills. Feel free to suggest a topic. Co-sponsored by DLA, CTLR, Davis Library, and DLINQ. Organized by Leanne Galletly, User Experience & Digital Scholarship Librarian, and Michael J. Kramer, Acting Director, DLA/Assistant Professor of the Practice, Digital History. Middlebury go link: [go/digitalfluencies](http://go/digitalfluencies).



The first DF of the year focuses on the practice of [Speculative Computing](#). This concept brings humanities tactics to bear on computation rather than the more typical reverse proposition of bringing computation to bear on humanities topics. What might it mean to generate new knowledge by using computers in humanities modes of inquiry, through what Johanna Drucker calls "aesthetic provocations"? We will read a short excerpt from Drucker's pioneering digital humanities work to spark discussion. Students, faculty, and staff are all welcome. Refreshments served. Please sign up so we can provide as

accurate an amount of refreshments as possible.

Sign up for Digital Fluences Series: Speculative Computing

## **More DLA Fall Events**

### **DLINQ Fall Events**

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## **Don't Cite it, Write it! Try a Wikipedia Assignment With Your Students**

Interested in the opportunity to connect coursework to [Wiki Education](#), which partners with faculty to develop teaching assignments and student work focused on contributing to Wikipedia and using it more critically? This [guest post](#) from Wiki Education Outreach Manager Samantha Weald explains how the partnership can enrich your teaching and your students' critical digital fluency. Additionally, faculty at Middlebury can learn more from Samantha at an upcoming Monterey campus [visit](#) on 24 September 2018. The meeting will be available by Zoom. For more on a new Wikipedia project at Middlebury, see [Amy Collier's "Newspapers on Wikipedia project – What DLINQ students & staff are up to," DLINQ Website, 20 July 2018.](#)

Read Samantha Weald on "Don't Cite it, Write it! Try a Wikipedia Assignment With Your Students"

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## **Project Spotlight: Working with Assistant Professor Dima Ayoub, Two Students Take a Digital Humanities Approach to Arabic Literature**

This summer Will O'Neal '20 and Mari Odoy '20 worked extensively with Arabic Professor Dima Ayoub through the DLA to develop her digital study of Arabic-to-English translation "paratexts," or the ancillary materials that accompany translated texts. in "Two Students Take a Digital Humanities Approach to Arabic Literature," they write about their experiences working on the project with Professor Ayoub as well as with DLA Acting Director Michael Kramer and ace Data Services Librarian Ryan Clement.

Later this fall, Dima Ayoub will present more about her developing digital humanities research at a DLA Behind the Scenes event, Glossing the Glossary, Digital Approaches to Paratexts and Power in Arabic Literature.



Read Mari Odoy '20 and Will O'Neal '20, "Two Students Take a Digital Humanities Approach to Arabic Literature"

*If you have any questions about the DLA, please contact us at [dla@middlebury.edu](mailto:dla@middlebury.edu).*

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