PANELISTS

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#digischolar #CTLC2015
INTRODUCTION

Spencer D. C. Keralis
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THE VISION OF DIGITAL SCHOLARSHIP

A wide range of scholarship in Humanities and Social Sciences enhanced and enriched with digital resources and quantitative methods

Digital Humanities – attempt to answer Humanities questions at scale
HOWEVER...

Many obstacles to adoption by graduate students – faculty resistance, lack of resources

Problems of evidentiary value

Naturalized in Social Sciences (“This is just what we do.”)

Libraries’ interventions in research methods and scholarly communication not always welcome; e.g. resistance to digital resources and OA

Tool focused, requires programming expertise

Expensive and resource intensive

Concentrate disproportionate resources on a few amenable faculty

Funding pool very small, highly specialized, especially in DH

Fewer than 7% of jobs on the MLA job list in 2014 related to digital humanities
THE PROBLEM(S)

How Libraries can develop partnerships with faculty and graduate students.
How embedded librarianship can foster digital scholarship.
How to build interdepartmental partnerships to support student research.
How to overcome faculty resistance.
How to provide students with meaningful, C.V.-ready skills.
How to increase the use of libraries’ digital resources.
INTEGRATING DIGITAL RESOURCES INTO GRADUATE SCHOLARSHIP

Susan Smith
Head, Library Research Support Services
University of North Texas Libraries
INTEGRATING DIGITAL RESOURCES INTO GRADUATE SCHOLARSHIP

Listening

Raising awareness

Changing perceptions

Access/tools/support

Don’t start with students
  - subject/embedded librarians, faculty, others
INTEGRATING DIGITAL RESOURCES INTO GRADUATE SCHOLARSHIP

Look for opportunities to introduce/incorporate into other library offerings

- online guides, instruction sessions, workshops
- pre-proposal boot camp

Look for opportunities to introduce/incorporate into other academic support/research offerings

- center for teaching excellence, research support services, writing center, research office, graduate student professional development workshops
INTEGRATING DIGITAL RESOURCES INTO GRADUATE SCHOLARSHIP

Digital Scholarship Librarian

Digital Scholarship/Research Commons

Opportunities for students and faculty to share projects/ideas/research
ENCOURAGING DIGITAL SCHOLARSHIP IN GRADUATE EDUCATION

Rafia Mirza
Digital Humanities Librarian
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Digital Humanities is just one method for conducting humanities inquiry. Doing research in the humanities often boils down to finding a pattern—in a single text or across several texts—and then providing an interpretation of that pattern. In digital humanities, computation is used to assist in pattern recognition, pulling out patterns that would be difficult for humans to find unassisted. Interpretation of that pattern, however, remains the most important part of the process. - Brian Croxall
“EDGE is a series of workshops, events, and speakers that are designed to help you excel in graduate school and develop professionally for your career.”
Partnering DH with Scholarly Communication
The Cost of Knowledge Visualization
Image via Benjamin Reay, Big question mark in Ipswich
EXPERIMENTING WITH OMEKA AS AN ALTERNATIVE FORM OF SCHOLARSHIP

Rebecca Barham
Art, Dance & Theatre Librarian
University of North Texas Libraries
WHAT IS OMEKA?

Your online exhibit is one click away

Let Omeka.net host your collections, research, exhibits, and digital projects.

Sign Up!

Upgraded to Omeka 2.3

All Omeka.net sites have been upgraded to Omeka 2.3. This update brings improved accessibility for screen readers and other assistive devices, including skip navigation links and other functionality. In addition, the "narrow by specific field" drop-down menu in advanced search now sorts fields according to customized order, rather than alphabetically. New Plugins This update also […] Read more.
OMEKA AS AN ALTERNATIVE TO THE TRADITIONAL SEMINAR PAPER

**Dynamic:** easy to share scholarship and collaborate, can serve as an online portfolio for the works of scholars and artists, and is open source.

**Static:** seminar papers are usually filed away and not shared with anyone but the professor and classmates.

Copyright paper stack: <a href="http://www.123rf.com/profile_thewet">thewet / 123RF Stock Photo</a>
Dr. Jennifer Way’s art history seminar class AEAH 5813: Visual Culture of Refugees and Migrants

The students used Omeka as the platform for their exhibits instead of writing the traditional seminar paper.

Spencer and I delivered 6 mini-lectures to introduce the students to the OMEKA platform, metadata, copyright, and fair use.
RESULTS: STUDENTS’ EXHIBITS IN OMEKA
RESULTS: STUDENTS’ EXHIBITS IN OMEKA

Once a Lost Boy, Always a Lost Boy?
A look at visual representations of Sudanese Refugees and how they reflect a story.

ABOUT THE RESEARCH

1983 was the start of the second civil war in South Sudan. This historical moment led to a mass exodus of young children fleeing on foot from the country in hopes of refuge and safety. The children were informed about the refugee camps in Ethiopia and walked over a thousand miles in hopes of better living conditions. The distance and extreme conditions cost the travelers everything, many didn’t make it, and most get sick along the way. Since 1992, UNHCR efforts have resulted in almost 2,000,000 of the estimated 30,000 children that fled, with their families. As fourteen-year-old Simon Haji said, “We were suffering because of war. Some have been killed. Some have died because of hunger and disease. We children of Sudan, we were not lucky.”

Although these young people were through inexpressible danger, grief, and uncertainty during their voyage from Sudan to safety, the purpose of this exhibition is to gather the latest stories about the “Lost Boys” of Sudan. The exhibition includes art, photographs, and other media that chronicles the experiences of Sudanese refugees. It is important to note that most of these children were boys, and secondly, as a direct reference to the “Lost Boys” from the story of Peter Pan, they were orphaned, without a home, and without any family. This term is something that has stuck with these boys and has come to define a whole generation.

The goal of this exhibition is to question the use and application of the term, “Lost Boys.” Are these refugees still lost? Do they refer to themselves as “Lost? Are they considered boys still, even though now they are grown men (some having families and new jobs)? Considered as one of the “most successful refugee resettlements in U.S. history,”[2] it is worth asking that if these refugee were once a lost boy or are they always a lost boy?

Photo Credit: UNHCR Press and (http://www.labsbyjep.com/1/en/1/148/150.jpg)

Photo Caption: A young Sudanese boy arriving in Nairobi in 1993. Determined to get an education, many of the “Lost Boys” carried books with them across hundreds of miles of desert.
Responsive Librarian
University of North Texas Libraries
CTLC DIGITAL HUMANITIES INTEREST GROUP

Monday, October 12, 2015
Texas Christian University
Fort Worth

email spencer.keralis@unt.edu to join DHIG mailing list!
DIGITAL FRONTIERS 2015 | SEPT 17-19 @UT-D

4th Annual Conference & THATCamp

Keynote Speakers
Carolyn Guertin
University of Ontario Institute of Technology
Michael Edson
Smithsonian Institute

41 presenters from 20 institutions in 8 U.S. states and 3 countries

Registration now open!

http://digital-frontiers.org/

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