NATIONAL ENDOWMENT FOR THE HUMANITIES

Narrative Section of a Successful Application

The attached document contains the grant narrative and selected portions of a previously-funded grant application. It is not intended to serve as a model, but to give you a sense of how a successful application may be crafted. Every successful application is different, and each applicant is urged to prepare a proposal that reflects its unique project and aspirations. Prospective applicants should consult the current guidelines, which reflect the most recent information and instructions, at https://www.neh.gov/program/spotlight-humanities-higher-education.

Applicants are also strongly encouraged to consult with the NEH Division of Education Programs staff well before a grant deadline.

Note: The attachment only contains the grant narrative and selected portions, not the entire funded application. In addition, certain portions may have been redacted to protect the privacy interests of an individual and/or to protect confidential commercial and financial information and/or to protect copyrighted materials.

Project Title: *Enhancing the Digital Humanities in English and Modern Languages*

Institution: Clark Atlanta University

Project Directors: Margaret Holloway, Tikenya Foster-Singletary

Gr ant Program: Spotlight on Humanities in Higher Education Exploration Grants

NEH Spotlight on Humanities: Digital Humanities Project

PI: Dr. Margaret Holloway

Humanities content and activities

The Department of English and Modern Languages at Clark Atlanta University seeks an exploration grant with the goal to increase the number of underrepresented minorities with backgrounds in digital humanities by extending the offerings of the Department of English and Modern Languages available as electives to students in any major. This new course, Introduction to Digital Humanities, will present a new option for the core curriculum. Because the only prerequisite courses are College Composition I and II (ENG 105 and 106 respectively), and all students are required to take both courses, every undergraduate student in the university will be able to select the course that results from this grant. Additionally, the course we develop will target the approximately sixty students majoring and minoring in this department; Mass Media Arts majors, who also take courses in our department, will benefit as well. The interdisciplinary nature of digital humanities is well situated for the study of literature and writing, but it is also inherently useful in conjunction with other disciplines, such as the social sciences. Thus, the inclusion of a sophomore-level course that will be available to all students taking free elective courses will enhance their exploration of the liberal arts. Moreover, students majoring or minoring in English and other humanities disciplines will gain skills that will increase their marketability in user design, user experience, archiving, historic preservation or curation, other fields where they may pursue careers after graduation.

In addition to advancing faculty knowledge of digital tools that will be introduced to students, we will also be able to make use of open access resources like the Digital Archives of Literacy Narratives (https://www.thedaln.org/#/home), which creates a valuable multimodal, inclusive record of literacy practices across various communities, and the rich archives located in the Atlanta University Center Woodruff Library; students from the center's multiple colleges— Spelman College, Morehouse College, and Morris Brown College as well as Clark Atlanta University—use the library's resources and may cross-register for this course. Thus, the effect of this course will be far-reaching.

One of the keys to undergraduate success is early research experiences[1][2][3][4][5][6]. Research shows that African American and other minority students have lower participation rates in summer internships and research opportunities in our nation's top universities, large corporations, and

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[1] Nagda, B. A., Gregerman, S., Jonides, J., von Hippel, W., & Lerner, J. "Undergraduate student faculty research partnerships affect student retention." *The Review of Higher Education*, vol. 22, 1998, 55–72.

[2] Lopatto, D. "Survey of undergraduate research experience (SURE): First findings." *Cell Biology Education*, vol. 3, 2004, pp. 270–277.

[3] Salsman, N., Dulaney, C. L., Chinta, R., Zascavage, V., & Joshi, H. "Student effort in and perceived benefits from undergraduate research." *College Student Journal*, vol. 47, no. 1, 2013, pp. 202-211.

[4] Pascarella, E. T., and Terenzini, P. T. "How College Affects Students." *A Third Decade of Research,* vol. 2, San Francisco: Jossey-Bass, 2005.

[5] NCES, IPEDS Fall 2010 Enrollment Retention Rate; and NCES IPEDS Graduation Rate Survey.

[6] Kuh, G. "High-impact educational practices: What they are, who has access to them, and why they matter." Washington, DC: Association of American Colleges and Universities. 2008.

national laboratories[7]. Hence, as part of this project we will mentor two undergraduate students in a research experience in digital humanities.

To accomplish the goal of increased access to digital humanities skills, we will organize a small cohort of three faculty from the Department of English and Modern Languages to attend the Institute for Liberal Arts Digital Scholarship (ILiADS- https://iliads.org/), which will assist with professional development and preparation for designing an undergraduate digital humanities course. The Institute for Liberal Arts Digital Scholarship is designed to help a team with the support of a project through the guidance of colleagues and experts. Because the planning and development of digital projects is key to its mission, it is an ideal setting for the work we are planning. The help of an expert liaison, which is a definitive part of the institute's design, will also help immensely by providing focused guidance to our faculty cohort. The ultimate outcome is to develop and pilot a new course in digital humanities, Introduction to Digital Humanities. Attendance at ILiADS will allow our faculty to explore tools and best practices for undergraduate courses that use digital humanities resources.

Digital Humanities is an area of scholarship that exists at the intersection of digital technology and disciplines within the humanities such as Literature, Composition, Philosophy, History, Religion, Languages, and Mass Communications. Using the tools of computation, mapping, data visualization, etc., scholars and instructors can interpret and analyze a variety of multimodal texts to create meaningful ideas about traditional humanistic culture.

Introduction to Digital Humanities will provide an overview of digital humanities methods, theories, and applications in humanistic research. Undergraduate students will plan and develop a digital humanities project using at least one of the tools introduced in the course.

Table 1. Details of one course to be developed through this project

Course Title	Introduction to Digital Humanities
Aim	• Introduce students to foundational theories and practices within Digital Humanities • Teach students to use various digital tools
Potential Course content	• Digital ethnography • Digital archiving • Text and content analysis • Data visualization
Textbook / Reading Material	• Drucker, Johanna. *The Digital Humanities Coursebook.* Routledge, 2021.
Level	Sophomore
Number of credits	3

[7] Haeger, Heather, Allison BrckaLorenz, and Karen Webber. "Participation in Undergraduate Research at Minority-Serving Institutions." *Perspectives on Undergraduate Research and Mentoring*, 4(1). 2015.

Instructor	Drs. Margaret Holloway & Tikenya Foster-Singletary
Prerequisites	ENG 105 and ENG 106

The Intro to Digital Humanities course will prepare students to be more innovative, creative, and technologically advanced. Students will improve their collaborative work skills through project development. The skills learned and applied will have a public impact because projects will inform and engage those outside of the university setting in more broad public spaces and communities. This course will also teach students content management and data analysis skills, integrating both qualitative and quantitative methods, ultimately making students more competitive on the job market and prepared for graduate and professional school.

The image below represents an example of the kind of project-based assignment that students will produce as a result of the course. The project resulted from a previous course focused on Atlanta-based stories. Using StoryMap, graduate student Jina DuVernay created a visualization of a novel's (Pearl Cleage's *Babylon Sisters*) locations. By learning to better use digital mapping, text mining, archives materials, and other resources, we can help our undergraduate students create and publish projects that produce public scholarship.

Image 1 Example of digital humanities project

Each data point location on the map links to additional images and information that extends the context of the novel's plot. This tool deepened the student's interpretation and content analysis of the story by adding to the written analysis that accompanied the project.
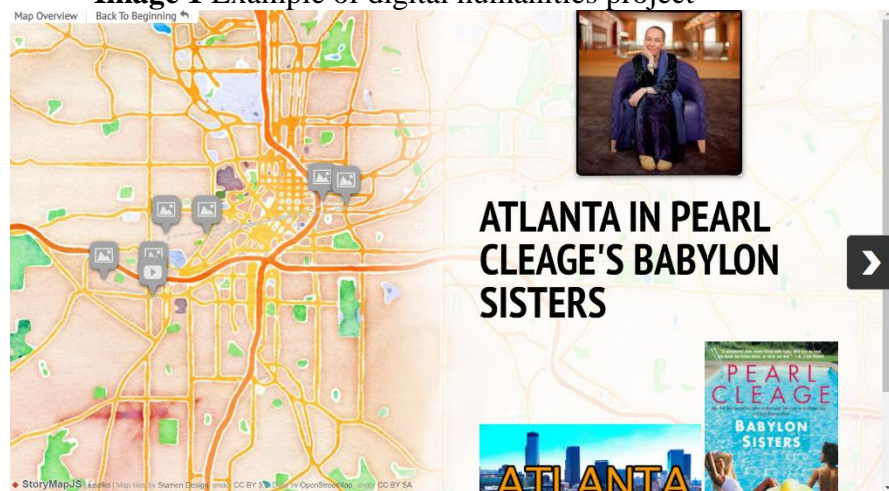
Project personnel

Dr. Margaret Holloway, Assistant Professor of English and will serve as PI for the project, overseeing the creation of course syllabi, content, learning objectives, and assignments as well as managing reporting to the NEH. She is Assistant Professor of English and Composition Coordinator in the Department of English and Modern Languages. Dr. Holloway's research, teaching, and scholarship focus on composition and rhetoric, specifically first-year writing and writing program administration. She has approximately 10 years of experience teaching at the college level. While she has taught mostly composition courses, those courses have varied thematically ranging from race, gender, and identity to digital media. Dr. Holloway's experience

in infusing digital rhetoric and visual rhetoric topics into composition courses serves as her foundation to developing this project for the Spotlight on Humanities grant.

Dr. Tikenya Foster-Singletary is Assistant Professor of English in the Department of English and Modern Languages. As Co-PI she will be responsible for communication with the Africana Digital Humanities Center to secure access to its support resources; in addition, she will work with Dr. Holloway to develop course syllabi, learning objectives, course content and assignments. A Georgia Governor's Teaching Fellow, her research and teaching comprises both literature and popular culture; she has presented papers and written articles on television as well as race and the fiber arts. She is co-editor of an edited volume entitled *Pearl Cleage and Free Womanhood*. Her participation in the AUC Faculty Development Workshop Series, offered by the CAU Center for Africana Digital Humanities, will serve as precursor to the goals of this project. That workshop series introduced digital humanities tools related to text mining, mapping, oral history preservation, etc. that provided a starting point for the professional development expected at the ILiADS institute.

Dr. Georgene Bess is Full Professor and interim chair of the Department of English and Modern Languages. In the role of department chair, Dr. Bess will attend the Institute for Liberal Arts Digital Scholarship and assist in shaping the proposed course according to the needs of the department and its students. Additionally, she will assist in submitting the course for Curriculum Committee approval. She is former president of the National Council for Back Studies and has published scholarship using the Ifa paradigm as applied to Africana literature. She is author of *The Spirit and the Word: A Theory of Spirituality in Africana Literary Criticism.*

Drs. Holloway and Foster-Singletary have a foundation of introductory knowledge in digital tools that can be further developed as they seek to build this introductory course available to all students as a free elective. They will be responsible for submitting the course to the School of Arts and Sciences Curriculum Committee for approval. In subsequent terms, a course on digital rhetoric will also be developed and directed towards students in the English major.

Institutional context and benefit

Clark Atlanta University, formed on July 1, 1988, by the consolidation of Clark College and Atlanta University, is a predominantly African American, private, coeducational institution designated as a Historically Black College and University (HBCU) offering undergraduate, graduate, and professional education. Clark Atlanta is the largest of the 39-member United Negro College Fund (UNCF). It is a member of the Atlanta University Center (AUC) Consortium, which includes Morehouse College, Morehouse School of Medicine, and Spelman College. The campus of Clark Atlanta is comprised of 39 academic, administrative, and student support buildings spanning over 126 acres of land and is located about 1.5 miles southwest of the heart of downtown Atlanta, Georgia. Clark Atlanta is among the top 20 universities that grant doctoral degrees to African Americans. The total enrollment in 2021-22 was 4,055[8]. Students from the state of Georgia constitute 45% of the total enrollment, 51% come from out-of-state, and 4% are from international countries, including the Caribbean Islands and 15 countries.

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[8] Data from https://www.cau.edu/about/CAU-AT-A-GLANCE-Fall-2021.pdf

Female students are 74% of the total enrollment, while male students are 26%. Clark Atlanta offers BA, in English and Mass Media Arts and a Ph.D. in Humanities. There are approximately sixty undergraduate students majoring or minoring in fields located in the Department of English and Modern Languages. Since Clark Atlanta is part of the AUC, with cross-registration among AUC institutions, Morehouse and Spelman students will also benefit from the new courses developed and the increased R&D and training capacity of the Clark Atlanta faculty.

Clark Atlanta University's Center for Africana Digital Humanities provides opportunities for faculty to be introduced to or enhance their knowledge in digital humanities. It will also be a support as department faculty develops courses by providing activities and support for faculty and students. Those supporting resources include working with the AUC library to train students in tools for digital mapping, video editing, etc. The AUC Data Science Initiative is a secondary level of support. With its goal of increasing minority presence in data science and commitment to increasing student participation in data science experiences, the initiative provides access to a Virtual Computer Lab with at least ten kinds of software.

Clark Atlanta University is a particularly hospitable environment for developing a digital humanities course since Atlanta University was the intellectual home of W.E.B. DuBois: "[I]n 1900, at Atlanta University, Du Bois created a series of data portraits--'a collection of graphs, charts, maps, and tables' --with a team of students, faculty, and scientists that 'reflect a moment just before the disciplines had hardened into the academic specializations and structures of knowledge that we are familiar with today'" (Battle-Baptiste and Rupert 13) . . . . Du Bois's comprehensive study of the Black experience through imagery ranged from local Georgia population diagrams to graphs charting Black businessmen in the United States to bar charts examining African American religious affiliations."[9] This background demonstrates this campus' legacy for crafting stories with data.

The English major at Clark Atlanta University requires students to take forty-eight hours of coursework in the major. While thirty-six of those hours are composed of required courses, students take at least twelve hours—four courses—in courses that they select. Anecdotal feedback from students majoring in English suggests that they would like to have more options for coursework. The options for English majors and minors now include traditional literary courses in period literature like Renaissance literature and themed courses like the James Baldwin class. We seek to expand those options. While there are several courses listed in the university catalog as major electives, faculty attendance at ILiADS will result in an update to the list of available electives that speak to twenty-first century possibilities for study, skill-building, and workplace preparation. The result will be a rise in the number of students choosing the English major and an ability to partner with companies outside the university to create internship opportunities for our students. Using their intricate understanding of storytelling to craft narratives with data, our students will be ready to aptly meet the twenty-first century world.

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[9] https://www.cau.edu/school-of-arts-and-sciences/doctor-philosophy-humanities/The-Center-for-Africana-Digital-Humanities.html; Battle-Baptiste, Whitney and Britt Russert, ed. W.E.B. DuBois's Data Portraits: Visualizing Black America. Princeton Architectural Press, 2019.

Work Plan

NEH Spotlight on Humanities: Digital Humanities Project

June 2023: Faculty members Drs. Margaret Holloway, Tikenya Foster-Singletary, and Georgene Bess (interim department chair) will attend the Institute for Liberal Arts Digital Scholarship (ILiADS) in order to gain skills that will assist them in diversifying the department's course offerings. The institute will provide a liaison who will guide the attending faculty members in becoming proficient in digital humanities tools. Institute liaisons will work directly with the Clark Atlanta University faculty team to advance their existing skills and shape modules in preparation for developing an introductory course in digital humanities.

June-July 2023: Drs. Holloway and Foster-Singletary will develop the student learning outcomes, syllabus, course content, assignments, and assessment rubric for Introduction to Digital Humanities. This effort will be supported at CAU by our Center for Africana Digital Humanities and the AUC Data Science Initiative Virtual Computer Lab.

August – December 2023: Drs. Holloway and Foster-Singletary will pilot Introduction to Digital Humanities as a special topics course.

Drs. Holloway and Foster-Singletary will mentor two undergraduate students (one student each) in digital humanities research.

January—May 2024: Based on feedback from the special topics course taught in fall 2023, Holloway and Foster-Singletary will submit proposed course to the Departmental Curriculum Committee and the School of Arts and Sciences Curriculum Committee for approval as a regular course. Upon review and approval of the departmental and school committees, the proposed course will be submitted to the academic council for review and approval. Upon approval, the course will be offered to students for the Fall 2024 semester and beyond as part of the department's standard course offerings.

May 2024—September 2024: By September 2024 we will provide NEH with a report on the project outcomes, impact, and successes.