THE NEW SCHOOL

INNOVATION IN EDUCATION FUNDS APPLICATION

March 2015

Claire BondPotter
Director, Digital Humanities Initiative

Project Title: The Digital Humanities Initiative: Beyond Digital Across the Curriculum

Please offer a one to two sentence statement summarizing the nature of the project and what it is intended to do, create, result in, etc:

Digital Across the Curriculum (DAC), a strategy for teaching digital humanities (DH) funded by IEF in 2015-16, has succeeded in its phase one goal of establishing a pedagogical rationale for a Digital Humanities Initiative at The New School. We request finding for 2016-17 to stabilize the teaching of DH practices across the curiculum; extend our reach to more classes; plan greater outreach to Cohort 21 and other independent learners; create and refine teaching packages that use digital tools to teach research and critical thinking; tackle a major DH project brought to us by the Dean of Lang College; and continue to work with the grants and development offices to seek external funding.

Please offer a one to two sentence statement summarizing the goals of the project:

The goals of the project are to promote digital retraining of faculty through practice-based learning that supports their own learning outcomes; to expand digital literacy and practical humanities skills among students; and to support scholarly, curricular and assessment initiatives at the New School that increasingly rely on digital literacy for their success.

Please offer a one to two sentence statement summarizing which are the expected project outcomes:

Project outcomes include: implementation of the cross-university DH minor by extending DH practice to non-DH classes; implementing digital literacies that make the humanities relevant to a 21st century workplace; promoting peer-to-peer digital learning; helping faculty and students build digital platforms that enhance cross university collaboration and showcase learning; and developing a model for practice-based pedagogical and curricular reform that will be useful across the university.

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PROJECT NARRATIVE

In the following space, please provide a narrative describing the project and including the following information in no more than 1,000 words.

- How the project reflects the goals and learning objectives (stated above).
- In what sense this project constitutes an innovative approach to curriculum and/or pedagogy within the context of The New School, and/or in higher education in general.
- Briefly describe the functions of the team members in achieving the project's goals:

Prior to this year, the DHI was a project housed within the Humanities Action Lab (HAL). Last year's IEF funding, which paid for two digital fellows, gave our project the financial margin to establish independent goals beyond the single, three-year project embraced by HAL. Digital Humanities (DH), an emerging discipline within the liberal arts and sciences, links technology and design to teaching essential capacities: close reading, writing, visual and data analysis, and critical thinking. DH is also a skill set and an epistemology that has broader implications for the intellectual development of students and faculty at The New School as we work to embrace a humanities practice that prepares students for the 21st century workplace. Our first year allowed us to reach our goals and also revealed possibilities for new, unanticipated, forms of outreach and practice. Because we are confident about moving into phase 2 development, the DHI requests funds in the amount of $10,000 to extend teaching and learning practices prototyped in phase 1.

Originally targeted to four BPATS classes in 2015-16, DAC has reached five classes to date in that program, one at Parsons, one at Lang/NSSR, two thesis students at Lang, and two students engaged in self-guided learning as part of Cohort 21. In addition, under my direction, student digital fellows have also helped to move a major platform for Associate Dean Michele Kahane' s Collaboratory into its prototype phase; designed, built, written and maintained the DHI's new digital home; written and edited a biweekly newsletter where we publicize events, news, and reviews of digital apps and tools; supported the work of three administrators by helping them implement digital tools; helped faculty learn Lyterati and Canvas; and created teaching resources for Wikipedia, gaming, archival, and digital ethnography projects.

Working with the digital fellows has also resulted in intensive teaching and mentoring not fully anticipated in, and a happy outcome of, last year's IEF grant. This work has also made BPATS and DHI visible to the DH community in New York City and beyond, reinforcing The New School's reputation – already established by faculty at Parsons, Eugene Lang College and the School of Media Studies – as a force to be reckoned with in the local and national DH community. Last fall, the DHI was invited to take a seat on the Board of the New York City Digital Humanities (NYCDH), a collaborative effort of DH scholars from area colleges and universities; and in spring 2016, the

Director has given talks about phase I of the grant at Notre Dame and Rutgers; in April, she will give a keynote on teaching the humanities through digital archives at the Schlesinger Library, Harvard University.

Support from IEF also drew other support to us. Funds dedicated from Michele Kahane's Rockefeller Foundation grant and Dean Laura Auricchio's discretionary fund allowed us to scale up to four fellows from the two paid for by the earlier IEF grant. In spring 2016, we added a fifth post-graduate fellow (a BPATS and DHI alumnus), paid for by $10,000 in ARCUS funds awarded to OutHistory.org, a partner project supported by the DHI. We have also begun the process of seeking outside funding to scale up to a curriculum-wide effort over three years by filing a National Endowment for the Humanities Enduring Questions grant that would pilot a humanities class on incarceration where students would build a replica of the Jefferson Market Prison in virtual space, populating it with historically accurate characters. Digital fellow Will Enders, an undergraduate who is currently completing a degree in gaming at Parsons Design and Technology, will support this work.

New projects for next year include more than doubling our outreach to fifteen classes in BPATS (25 percent of the curriculum), and doing formal outreach to Cohort 21 and to the History department at Lang/NSSR to pilot a program for teaching digital research tools in 2017-18. In addition, we learned this year, by working on the Collaboratory platform, that we are capable of taking on large projects. Because of this, the Director is working with Dean Stephanie Browner of Eugene Lang College to move a digital project on African-American author Charles Chesnutt built at Berea College to a New School platform. It would debut as a resource linked to Browner's multi-volume definitive edition of Chesnutt's work currently under contract to Oxford University Press. As importantly, using the model we have developed through OutHistory.org, it will become a vehicle for students, supported by digital fellows, to create digital research in African American studies, work that could move work on critical race studies into literature, history, DH and cultural studies classes not explicitly defined by that topic.

A capacity to teach digital literacy across the curriculum will be a competitive advantage for The New School in the coming years, and we believe our first steps in realizing that goal have been a great success. The New School is an ideal pioneer for these methods. Because of our distinctive position in media and the visual arts, many faculty and students around The New School are technology leaders and already engaged in DH. Furthermore, the presence of the tech industry in New York creates opportunities for our humanities students: for example, should Michele Kahane choose to migrate the Collaboratory prototype to Ten Legs, digital fellows assigned to the project may be able to work with the developers to build it.

Digital practices enhance our capacity to teach the traditional humanities. They

sharpen close reading and editing skills. It is publicly engaged by its very nature, dovetailing with The New School's historic mission to extend learning beyond the walls of the university. DH allows students to publish their work and to create new arguments through design, visualization, text editing, analyzing metadata, mapping and other practices. But the importance of implementing DH across the university goes well beyond individual classrooms: in the 21st century, we all are, and must be, digital humanists.

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BUDGET

Please provide a summary budget of the request in the template below. Add lines or categories as necessary. Both, narrative and line items are considered as part of the quality evaluation process.

Estimated Budget (detailed description=	IEF Proposed Budget	Indicate whether funding has been requested or granted from other sources (if applicable).
Fees (Honoraria, etc.)	N/A	
Travel (air fare, hotel)	N/A	
Supplies & Materials	500.00	
Replication/Sharing process	N/A: see grant narrative.	
Other Costs (List)	9500.00	
Total Project Costs	10,000	I have submitted a budget request to Associate Provost Cynthia Lawson; am discussing budget allocations with potential partners for 2016-17 Michele Kahane and Stephanie Browner; and have submitted a request to the NEH Enduring Questions program that has a $5,000 budget for DH. I will also request funds from the incoming dean of BPATS in the amount received in 2015-16.

BUDGET NARRATIVE

In the box below, please include a short description of how requested funds from the Provost's Office will be used (200 words or less).

Two teaching fellows will be hired for 250 hrs. @ 17.00 hr., for a total fellowship of 4,250 each. The majority of the funds, 9,500.00, will be spent in this way. We are reserving $500.00 for the possible purchase of apps, tools, or supplies for faculty clients or students in financial need when an open source solution cannot be found. Replication occurs in the classroom work itself; through direct outreach to faculty; through the DHI newsletter and website developed in 2015-16); and through office hours held four days a week by the Director and fellows. Although posters can be done quite inexpensively, it was the experience of my students presenting at the AHA this year that having a good looking poster got them a lot of attention and made them proud of their work. This year, $8,000 in additional funds were obtained from Dean Laura Auricchio of SUS; I have requested funding from Cynthia Lawson, Associate Provost for Distributed and Global Education to add fellows who could support general education needs related to onsite and online learning; and Stephanie Browner has indicated that she may be able to supply finding to add a fellow for the Chesnutt project.

REFEREES

Please provide the name and contact information of two referees (one of whom must be the chair, director, or dean of your program) who can provide a letter of recommendation if requested, in support of your application. NOTE: Actual letters of reference should only be sent when an applicant has been chosen as a finalist.

Referee 1: Laura Auricchio

Title: Dean

Division: Schools of Public Engagement

Department/Program/School: School of Undergraduate Studies

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New School Email: AurricchL@newschool.edu

Referee 2: Ann Balsamo

Title: Dean

Division: Schools of Public Engagement

Department/Program/School: School of Media Studies

New School Email: balsamoa@newschool.edu