Infrastructure and New Knowledge Creation in the Digital Humanities

 $\bullet \bullet \bullet$

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Northeastern University NULab for Texts, Maps, and Networks



Northeastern Libraries Digital Scholarship Group



Northeastern University NULab for Texts, Maps, and Networks

Interdisciplinary Faculty Research Group in Digital Humanities and Computational Social Science

- Located in College of Social Sciences and Humanities
- Core Faculty from Humanities, Comp Sci, Art + Design, Journalism, Social Sciences
- Conferences, workshops, speakers linked to annual theme (2018: Fake News, 2019: Digital Storytelling, 2020: Digital Democracy)
- Teaching: Digital Teaching Integration Initiative; Digital Humanities Grad Certificate; DH Minor; CSS Minor
- Seed grants for grad student and faculty travel and research
- Grad student fellows program

<u>Library Staff Group for Digital Research,</u> <u>Teaching, Support, and Infrastructure</u> <u>Development</u>

Northeastern University

DSG

- Located in Library
- Infrastructure development: Digital Repository Service; Ceres/Charon
- Workshops: GIS, text analysis, TEI, data viz, Wikistorming
- DH Open Office Hours
- Active program of grants: trains and employees grad students
- Digital Humanities Quarterly
- Women Writers Project

Grant funding

Graduate students



Workshops

Digital Research, Teaching

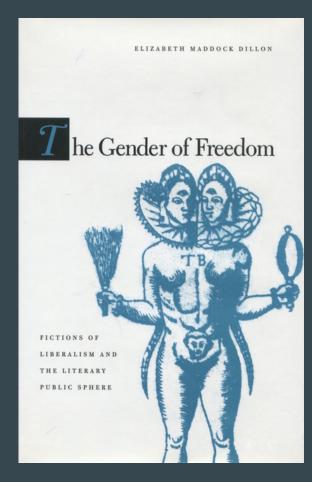
Teaching

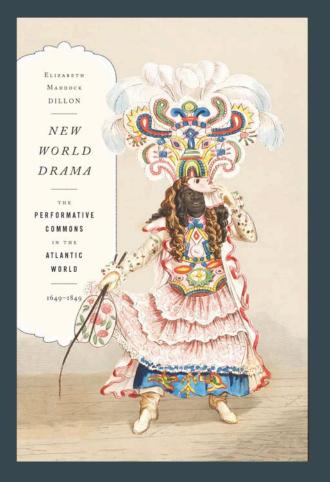
Research

Faculty

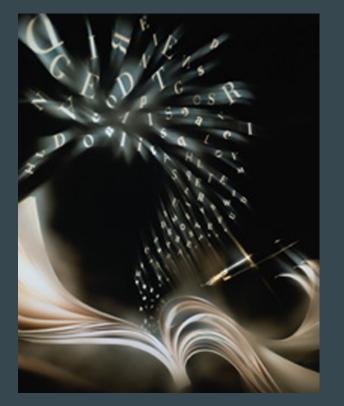
Library Staff

Northeastern University
Digital NU ship
DSG





From Early American Studies to Atlantic World Studies



Digital Textual Databases



Atlantic Geography

Society for Early Caribbean Studies



Early Caribbean Digital Archive

ecda.northeastern.edu



Team ECDA



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David Medina



Coloniality of Archive



snac

\mathcal{C} Explore featured identities



3 related collections

Behring, Emil von 1854-1917



5 related collections

Desmond, Paul, 1924-1977







44 related collections Hook, Sidney, 1902-1989





26 related collections

Mendenhall, Thomas C. (Thomas Corwin), 1841-1924





77 related collections

Powers, Hiram, 1805-1873



2 related collections

Buckler, John, 1770-1851



308 related collections

Carroll, Lewis, 1832-1898



4 related collections

Ford, Tennessee Ernie, 1919-1991



6 related collections



3 related collections

Kruzenshtem, Ivan Fedorovich, 1770-1846



2 related collections

Landon, H.C. Robbins (Howard Chandler Robbins), 1926-2009



11 related collections

Murphy, John Francis, 1853-1921





1975



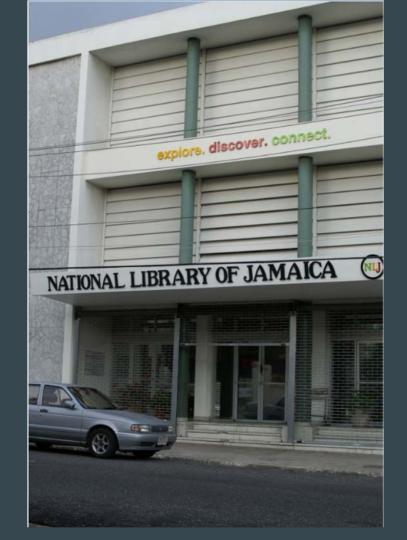
98 related collections

Spontini, Gaspare, 1774-1851



10 related collections

Thurston, John B. (John Bates), 1836-1897







Colonel Philip Livingston, leading US importer of slaves from Jamaica (1686-1749)

ECDA: First Iteration

The Early Caribbean Digital Archive (ECDA) is a <u>highly interactive digital scholarly lab</u> for the collaborative research and study of pre-20th century Caribbean literature. The ECDA seeks to engage scholars and students in a shared, critical study of the textual, material, and cultural histories of the Caribbean by providing them <u>innovative digital</u> technologies and platforms for generating new and understudied knowledges of the Caribbean's rich body of materials. Our approach to this digital archive solves major challenges facing scholars of Caribbean literature; currently no such pan-Caribbean digital or analogue archive of pre-20th century materials exists. Our site will foster a shared and informed engagement with the Caribbean and its literary, aesthetic, cultural, and political impact on the study of the pre-20th century Atlantic world. The project will not only preserve original texts, but <u>will also reframe the literary history of the early</u> <u>Caribbean as one where something new is preserved—voices beyond the imperial</u> history of the Caribbean.

<u>Audience</u>

ECDA is intended to be a public, open-access collection, but is currently aimed at scholars and students for the purpose of teaching and learning, as well as international groups with similar academic and research interests. Data Types

Types of data for ECDA include PDF (scans or original texts and manuscripts), JPEG and other image formats (paintings, drawings, maps, etc.), audio, and TEI. User annotations on data and forum discussions may also be represented as data in the future, most likely in a structured text format.

Project Phases

Prototype Omeka site (omekasites.northeastern.edu/ECDA) Data development, transcriptions Grant funded non-prototype interface for data Launch phase, community engagement

Project Goals

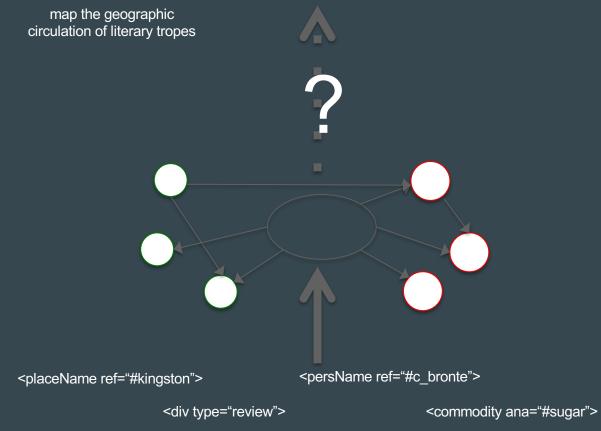
develop schema for TEI encoding (Summer 2014) production of TEI data (Fall 2014) generate body of texts to bring into the archive (next academic year) development of Hydra head (requires developer)

TEI ECDA research agenda...

- trace and map the relations between texts as a function of time, human agency, and geography
- bring into visibility relations between locations of print activity across the Caribbean archipelago
- show relations among individuals such as printers, consumers, merchants, runaway slaves, missionaries, plantation owners, abolitionists, military figures, and colonial political figures
- map relations between legislation, commodity prices, geography
- map the geographic circulation of literary tropes
- trace changes in the culture of reviewing over time with respect to the emergence of a transatlantic literary culture
- bring to visibility the evaluative frames of reference within which women's writing is read
- trace the cultural frame of reference for reviewers in England and in North America

trace the cultural frame of reference for literary reviewers

map relations between legislation, commodity prices, geography



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<interpGrp>

<interp xml:id="ana_food">indicates food, drink, or other consumable items</interp>

<interp xml:id="ana_flora">indicates references to plants</interp>

<interp xml:id="ana_fauna">indicates references to animals</interp>

<interp xml:id="ana_medical">references to medical supplies/commodities/treatments</interp>

<interp xml:id="ana_sugar">sugar in any form</interp>

<interp xml:id="ana_com">commodity</interp>

<interp xml:id="ana_sart">sartorial references</interp>

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<interp xml:id="ana_pla">commodity or flora is in planting stage</interp> <interp xml:id="ana_grow">commodity/flora/fauna is in growth stage</interp> <interp xml:id="ana_har">commodity/flora/fauna is in growth stage</interp> <interp xml:id="ana_prod">commodity/flora/fauna is in production</interp> <interp xml:id="ana_ref">commodity/flora/fauna is in production</interp> <interp xml:id="ana_ref">commodity/flora/fauna is being refined</interp> <interp xml:id="ana_transp">commodity etc. is being transported</interp> <interp xml:id="ana_sale">commodity is being sold</interp> <interp xml:id="ana_sale">commodity is being sold</interp> <interp xml:id="ana_use">commodity is being used</interp>

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CERES Exhibit Toolkit

Community-Enhanced Repository for Engaged Scholarship

Using Page Builder

The Page Builder feature allows you to easily design and customize your exhibits, pages, or posts that use shortcodes to embed your objects.

To get to the Page Builder, you must first click on "Add New Page" or "Add New Post" from the Dashboard sidebar. You can also access the Page Builder by editing pages/posts that you have made before. Once you are in the Add New Page/Post screen, you must select the "Page Builder" tab on the far-right (it is next to the "Visual" and "Text" tabs) above the text box.

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Building Your Website

- Getting Started
- → CERES Exhibit Toolkit Settings
- Themes, Plugins, and Comments
- Global and Homepage Customizations
- Search, Browse, and Collections
- Menus and Side Menus
- Customizing Single Item Pages
- Branding and Credit

Building Your Exhibits

- Using Shortcodes to Display your Materials
- Using Page Builder
- Display Options for Single Items and Galleries

About User Guide Resources Projects Credit

Search ...

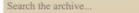
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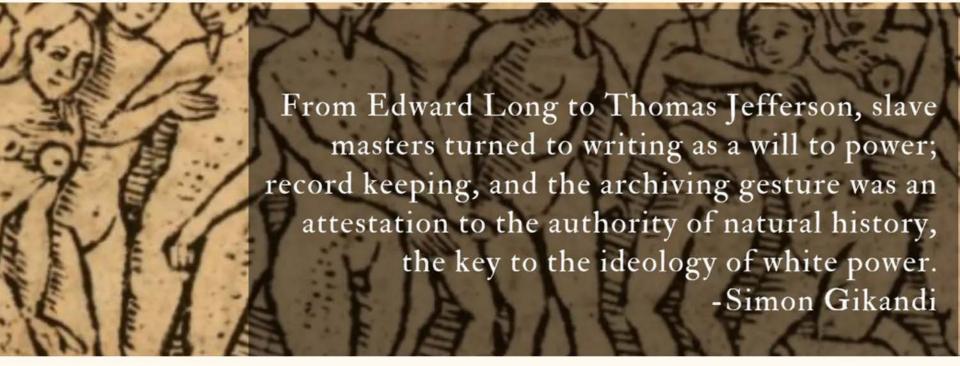
Our Mission

The ECDA has two primary related, overarching goals: the first is to uncover and make accessible a literary history of the Caribbean written or related by black, enslaved, Creole, indigenous, and/or colonized people. Although the first step in this process is digitization, the ECDA is more than a digitization or cataloging initiative. Rather, we aim to enable users—both scholars of the Caribbean as well as students—to understand the colonial nature of the archive and to use the digital archive as a space for remix and reassembly.



About - Archive - Classroom - Exhibits - Blog



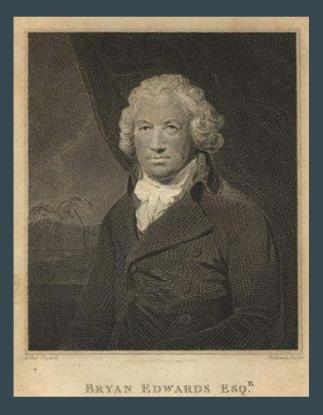


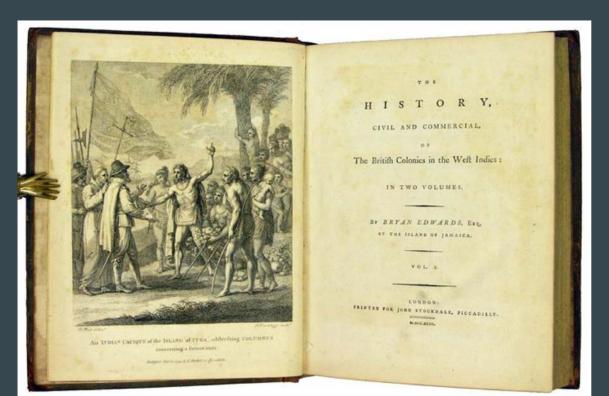
How do we narrate the fleeting glimpses of enslaved subjects in the archives and meet the disciplinary demands of history that requires us to construct unbiased accounts from these very documents? How do we construct a coherent historical accounting out of that which defies coherence and representability? -Marisa J. Fuentes

Our Aims

- Disrupt the static nature of the colonial archive. The ECDA's collection is not an inert resource. Knowledge production is never inert.
- Decolonize the archive / work against the grain of the colonial archive. How is knowledge colonized, and how can it be decolonized? The coloniality of knowledge production is ongoing.
- Engage the accessibility of the digital to create new ways of understanding the archive. We want to question and explore the affordances of a digital environment. What difference does the digital make?

Remix and Reassembly





country where executions are fo frequent, and CHAF. human blood is fpilt with fo little remorfe, death muft neceffarily have loft many of its terrors; and the natives in general, confcious they have no

was brought from the Gold Coast to Jamaica the latter end of 1784, relates, " That the was born in a village near Anamaboo; that her father and mother, and their children (nine in number) were flaves to a great man named Anamoa, on whole death the herfelf, and two of her brothers (who likewife belong to me) with feveral others of his flaves, were fold to pay his debts. That twenty others were killed at his funeral. I afked her which country fhe liked beft, Jamaica or Guiney? She replied, that Jamaica was the better country, ' for that people were not killed there as in Guiney, at the funeral of their mafters.' She informed me alfo, in anfwer to fome other enquiries, of a remarkable fact (i. e.) that the Natives of the Gold Coaft give their children the yaws (a frightful diforder) by inoculation ; and the defcribed the manner of performing the operation to be making an incifion in the thigh, and putting in fome of the infectious matter. I asked her what benefit they expected from this practice ? She answered, that by this means their infants had the diforder flightly, and recovered fpeedily, whereas by catching it at a later time of life, the difeale, the faid, ' got into the bone,' that was her expreffion.

Cudjoe, aged (as I suppose) about fifty, relates that he was born in the kingdom of Afiantce, the king or chieftain of which country was named Poco. Cudjoe's elder brother having been caught in adultery with the wife of a man named Quashee, was adjudged to pay a fine to the man he had injured; which not being able to do, he delivered over him (Cudjoe) who was at that time, by his own account, a boy about fixteen, 2s a compensation ; and Quashee immediately carried him off, and foon afterwards fold him to a Black flavemerchant, who having purchased many others, carried them all to the fea-coaft (they were two months on their journey) and fold them to a Captain Reeder, who brought them to Jamaica. I asked him, what right his brother had to fell him? " Becaufe,' faid he, " my futher was dead ;' and by his account fathers have an unquefcionable right to fell their children, and probably, on the demife of the father, the fame power is affumed by the eldeft fon over the younger branches. He

BOOK him know that I was prefent; but I could not IV: underftand what he faid in return. I remember that both he and his fellow fufferer laughed immoderately at fomething that occurred—I know not what. The next morning one of them filently expired, as did the other on the morning of the ninth day.

The courage, or unconcern, which the people of this country manifest at the approach of death; arifes, doubtlefs, in a great measure, from their national manners, wars, and fuperfitions, which are all, in the highest degree, favage and fanguinary. A power over the lives of his flaves is poffelled, and exercifed too, on very frivolous occafions, without compunction or fcruple, by every master of flaves on the Gold Coast. Fathers have the like power over their children. In their wars they are bloody and cruel beyond any nation that ever existed; for all such of their captives as they referve not for flaves, they murdor with circumftances of outrageous barbarity ; cutting them acrofs the face, and tearing away the under jaw, which they preferve as a trophy, leaving the miferable victims to perifh in that condition. I have collected this account from themfelves. They tell me likewife, that whenever a confiderable man expires, feveral of his wives, and a great number of his flaves, are facrificed at his funeral. This is done, fay they, that he may be properly attended in the next world. This circumstance has been confirmed to me by every Gold Coaft Negro that I have interrogated on the fubject, and I have enquired of many*. In a country

* The following particulars I collected from fome of my own Koromantyn Negroes, whole veracity I had no reafon to doubt:--Clara, a most faithful well-difposed woman, who was

4

"The Narrative of Clara" by Clara. This text is transcribed from a footnote in Edwards, Bryan. The History, Civil and Commercial, of the British Colonies in the West Indies, Vol. 2. Dublin: 1793, pp 62-63.

"The following particulars I collected from one of my own Koromantyn Negroes, whose veracity I had no reason to doubt: -- Clara, a most faithful well-disposed woman who was brought from the Gold Coast to Jamaica the latter end of 1784 relates, "That she was born in a village near Anamaboo; that her father and mother, and their children (nine in number) were slaves to a great man named Anamoa, on whose death she herself, and two of her brothers (who likewise belong to me) with several others of his slaves, were sold to pay his debts. That twenty others were killed at his funeral. I asked her which country she liked best, Jamaica or Guiney? She replied, that Jamaica was the better country, 'for that people were not killed there as in Guiney, at the funeral of their masters.' She informed me also, in answer to some other enquiries, of a remarkable fact (i.e.) that the Natives of the Gold Coast give their children the yaws (a frightful disorder) by inoculation; and she described the manner of performing the operation to be making of an incision in the thigh, and putting in some of the infection matter. I asked her what benefit they expected from this practice? She answered, that by this means their infants had the disorder slightly, and recovered speedily, whereas by catching it at a later time of life, the disease, she said, 'got into the bone,' that was her expression.

Transcribed by Christopher Surprenant, Northeastern University

Embedded Slave Narratives

Displaying 1 to 9 of 9 per page Sort By: Relevance Market Mark	You've selected:	Clara 🗙
The Narrative of Clara: In The History, Civil and Commercial, of the British Colonies in the West Indies, Edwards. 1793 (no last name), Clara,Edwards, Bryan,Library of the University of Michigan	Displaying 1 to 9 of 9	Show 50 \$ per page Sort By: Relevance \$
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Bryan Edwards's History, Civil and Commercial, of the British Colonies in the West Indies. Clara was born near Anamaboe on the Gold Coast (in what is now the Central Region of Ghana). Her parents were enslaved and she was born into slavery to a "great man named Anamoa." When Anomoa died, Clara and two of her brothers were then sold and in 1784 they were taken by Slave ship to Jamaica. Clara's narrative is extremely short, and appears in the form of an interview with Edwards.

VIEW MORE

Title:

The History, Civil, and Commercial, of the British Colonies in the West Indies $\mbox{Vol.2}$

Creator:

Edwards, Bryan (Author)

Abstract/Description:

Edwards divided the two-volume History into six books, each book consisting of four to five chapters with appendices. The first book describes indigenous people of the Caribbean, as well as the ancient geography, climate and ecology of the islands. The second and third books focus on the early colonial history of the Caribbean, detailing in particular Anglo-Spanish relations. The fourth book consists largely of ethnography and Edwards's discussion of slavery: Edwards provides a history of the transatlantic slave trade, describes the state of modern slavery in the Caribbean and advances his argument against abolition. The fifth book is an examination of agriculture in the Caribbean, with a focus on the sugar industry. In the sixth and final book, Edwards describes the British system of colonial government in the West Indies and describes the recent history of political and economic relations with Britain and the newly independent United States. Publisher:

Dublin, Ireland : Luke White, 1793 Language: English Subjects and keywords: Histories Obeah Narratives Hispanola London, England University of Michigan Permanent URL: http://hdl.handle.net/2047/D20235148

Title:

The Narrative of Clara: In The History, Civil and Commercial, of the British Colonies in the West Indies, Edwards. 1793 Creator:

(no last name), Clara

Edwards, Bryan

Abstract/Description:

All details concerning the life of Clara are contained within a long footnote (62-3 of Volume II) to Bryan Edwards's History, Civil and Commercial, of the British Colonies in the West Indies. Clara was born near Anamaboe on the Gold Coast (in what is now the Central Region of Ghana). Her parents were enslaved and she was born into slavery to a "great man named Anamoa." When Anomoa died, Clara and two of her brothers were then sold and in 1784 they were taken by Slave ship to Jamaica. Clara's narrative is extremely short, and appears in the form of an interview with Edwards.

Publisher:

First Edition - Dublin, Ireland : Luke White, November 27, 1904 Language: English Creoles and pidgins Subjects and keywords: Reports Embedded Narratives Early Caribbean Slave Narratives

Fuller, Stephen

Edwards, Bryan

Burdett, William

Earle, William Jr.

Jamaica

Barbados

University of Michigan

Permanent URL:

http://hdl.handle.net/2047/D20238872



"Sleep Has No Master Narrative" by an anonymous enslaved man. Transcribed from Bryan Edwards, The History, Civil and Commercial, of the British Colonies in the West Indies, Vol. II. Dublin: 1793, pgs. 78-79.

One instance recurs to my memory, of so significant a turn of expression in a common labouring Negro, who could have had no opportunity of improvement from the conversation of White people, as is alone, I think, sufficient to demonstrate that Negroes have minds very capable of observation. It was a servant who had brought me a letter, and, while I was preparing an answer, had, through weariness and fatigue, fallen asleep on the floor: as soon as the papers were ready, I directed him to be awakened; but this was no easy matter. When the Negro who attempted to awake him, exclaimed in the usual jargon, 'You no hear Massa call you?' that is, Don't you hear your Master call you? 'Sleep,' replied the poor fellow, looking up, and returning composedly to his slumbers, 'Sleep hab no Massa.' (Sleep has no Master.)

Transcribed by Elizabeth Polcha, Northeastern University

Resources for Teachers

Welcome to our resources for teachers! Here, we have included various materials designed to help you use the ECDA in your classroom. Below, you will find links to course syllabi, in-class activities, and assignments. We will update our classroom materials as we continue to collaborate with instructors, so please check back regularly for new teaching resources. Scroll to the bottom if you would like to contribute your own teaching materials via the "Contribute!" button.

Syllabi

Click the images to access PDF copies of the syllabi

	ENGL 4963 Early African American Literature: Writing the Black Athenic Spring 2014
Prolonar Alpa	n.aljor@pore.ofs
Holmas 463	Office hours: T 12:05 1:30 and by app.
4(7-373-4143	Course Meets: T 9:50 11:30

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Course Objectives: The general purpose of the course is invo field. First, it is in introduce muleits to the critical quantities and paradigms that are coursed in Early Alinean American and Back Adamic literatures, and neurol, its sequent random with the clasmic stars, vertices, and thems that these fundamentally shaped the foundations of Alinean American, Back Bertild, Alinean, and Caelbhour Iterary traditions. In addition, the source will mainter automatic the stars and a second star and a second stars and a second stars and the stars and the second stars and the second stars and the stars and the stars and the second stars and the second stars and the stars and the second stars and the

 Explore the textual representations of 18th and early 19th century Black Atlantic societies arrows a range of Discovy forms;

 Understand the relevance of Early Black toxis to 18th and early 19th contary, is well as 21th contary colored and political defaunts.
 Write and tasks entities donet lineary texts.

Required Factor, Available at the Northeastern University Reakstore and on Reserve in the faced Library University Testers on G. Contron and Good The Sametrine of the Library of Architect Despine, An Annuare Silon, Wisson by University Readom on the Library Particle Tance J. Disc.

Early African American Literature

Nicole N. Aljoe, ECDA Co-Director and Associate Professor of English and African American Studies at Northeastern University, contributed her syllabus on early African American literature. Focusing on 18th and 19th century writers from the African Diaspora, the course "investigate[s] the ways in which these early Black writers engaged with a range of issues such as the nature of the individual subject; human rights; gender and class; the rapid expansion of print culture; the development of the novel and other genres; notions of Africa; and of course notions of freedom and enslavement."

ECDA Student Assignment: Embedded Slave Narratives and 'Critical Fabulation'

"Many of the West Indian (Losse) narratives warm on separatory published and ware often embedded in their toris such as tracer immunity, datase, and formation ergoppine in records keyt by legal, medical and religious institutions. This sees of recordshare reading, what Saddys Hannas has called "totical fabulation," is necessary for trying to recombinate reading what Saddys between the second "totical fabulation," is necessary for trying the recommune and refigure clare lower when all form is left in an optimized trace, as my disking "tritleaf fabulation" does not mean fictualizing or making things up out of whole cloth but rather. He regare due reconfing involves turning give hydrane and reficuency on what has done low yearend to reach its of lower in comparisors to what was gauge on in the foreground".--Nucle Aljos, Creole Taximsnice: Slave Nurratives (Som & Bernah Rein Taher, 1996-1838).

One of the central goals of the Early Caribban Digital Archive is to snahle reading against the grain of the colonal archive. One method of this kind of reading is, as Nisole Ajoe docribs above, to "turn with the volume and reforcou" on stories, personal arranives, quotes, and paraphrased notes by and about marginalized persons in the archive. In this assignment, students learn multilaceted ways of reading archival materials through exploring and identifying "mehoded ad size matrixet," in and out of the common in which they were originally circulated.

While this could be done with a few different texts that are available through the ECDA, we use an embedded slave narrative from Hans Sloane's Hyuge to Januarica (1701) in this example.

Assignment Instructions

 Real a (dis)embedded lakee narrative from the ECDA collection, such as "The Narrative of Rose" (1707). This version of the tens highlights Rose, an endward woman, as the author. Add mulates to insite what they "heat" in this narrative—whose voice is the most dominant? Which details sound the localed? Are there are background sinse? Can they deter to research served neurarive?

Embedded Slave Narratives

This assignment introduces students to the concept of an embedded slave narrative and ultimately asks them to locate and analyze an embedded slave narrative that is not already in the ECDA's archive. Students begin the assignment by reading and discussing a dis-embedded slave narrative, "The Narrative of Rose," and considering questions of voice and knowledge. Students then locate an embedded slave narrative on their own, dis-embed the narrative from the surrounding text, and think about how reframing slave narratives can change scholarly practices and questions.

Assignments

Click the images to access Google Files of the assignments

ECDA Exhibit Assignment: Possibilities in the Archive

"If an David Stort has argued, in "archive is no enough a collection: rather, it is a generative system ... that governs the production and appearance of nationation, then we must their about the process of developing archives as one that arunis new possibilities, possibilities for series constraints providely unstanding and for conducing our orthological taken-for gragging, "-Dobrack J. Thomas, "Cardoom Stadies, Acchor Building, and the Poblem of Followsci"

This assignment encourages students to re-tris the early Caribbean archive by pulling together a collection of items from the ECDA's collection. In counting items around their own areas of interest, students are encouraged to think of the archive, and knowledge production more broadly, as dynamic ruther than itert.

Below is a guide to drafting an exhibit outline. While ECDA exhibits are a digital genre and are published on a Wordpress tite, it is important to first create a plan, or blueprint, of the exhibit. Infore moving into the digital compatition stage. This assignment can be done on Wordpress or in a series of state-assessor.

Step one: Choose the focus of the exhibit and consider what story it will tell. Exhibits focus on a thome hat also make an argument by developing a story that unites the items to the exhibit.

· What is the story, argument, or perspective you'd like to articulate?

 What kinds of questions, issues, concerns or debates do you intend to respond to? List them

Step two: Select items to put in the exhibit.

Exhibits are contailed collections that enable you to remit the archive and reshape the policies of howordage that inform the archive. Develop which which setter this calculational materials, quotes ends) front advance the focus of your achibits. As you chosen materials, your entry will also change shape. Keep consisting the relations between the times you include and the struct you can willing. Now you be able to asse all the materials you fight which during your research. As you thield advant what is not set on double and the small of its definition measures.

CCDA: Scholarty Introduction Assignment

The Early Carbhean Digital Archive is a digital preject housed through Northeasem's NLB de Tests, Maye, and Netwerks, The ICOA has two primary related, neurosthem guide the first is a uncover and make accessible a literary binary of the Carbhean writes or related by black, digitations, the ECOA has moviewed by more than a digitations or calcularging institutions. Interact, the preject will enable users—both studies in the institucipation yatury of the Carbhean and and an undergraduate and guidant andiance—house the adaptations on sensoris of related tuns. She of the ways indergraduate studience actu bala part in this calculatora the additional distribution of the subject of the subject and the site of the subject and the solution of the ways indergraduate studience actu bala part in this calculatora taw in bubbled on the project's archive game.

ECDA scholarly introductions are written with an exademic sodiucce an mind. A good buchary introduction simulate the iming for the reade. This includes a bittery of productions of the text and its reception—influentation in who wrate the inner, where and when it was written and publicability (influent miniple colourus and (interplaces), what fixed in a separated hys. Mark likely introductions also provide an eventy or a fixed and the set of the set of the set of the introductions also provide an eventy work of the set of t

Solutary introductions should be brief (beneves 130 and 500 works) and should employcortica language. Include data and epoches for sources show angelesticito to provide the rander with a verse of the transfers. For example, "An 1554 preview in *The Christian Reformer notes*,..." A noted opening muces on a length: Instatu or guoraphrasing. If coursing is solvededly necessary, of the author and text in the paragraph. The example, "Schlaren such as Dasa Palon have argued bat Left's novel, as well as the predictions of other stores about Mannen, functions to its presentation and a store of the paragraph.

Design an Exhibit

This assignment includes a step-by-step guide for designing exhibits with ECDA materials beginning with choosing an exhibit theme, selecting items for the exhibit, creating exhibit subsections, and populating the exhibit template. Students are encouraged to think of their exhibits as "curated collections" that both advance an argument/ story and are visually appealing. After creating their exhibits, students then write a reflective essay about their work. If students are interested in having their exhibit appear on the site, we invite you to partner with us to work on implementing them.

Scholarly Introduction

This assignment allows students to author scholarly introductions for archival items in the ECDA. Scholarly introductions situate the archival item for readers by discussing the history of the text's production and reception, providing an overview of critical scholarship related to the item, and suggesting avenues for further research. Scholarly introductions are concise and brief, usually 300-500 words, and follow a specific format described in this assignment. The assignment also asks students to complete a separate essay in which they reflect on their research process and analyze their findings.

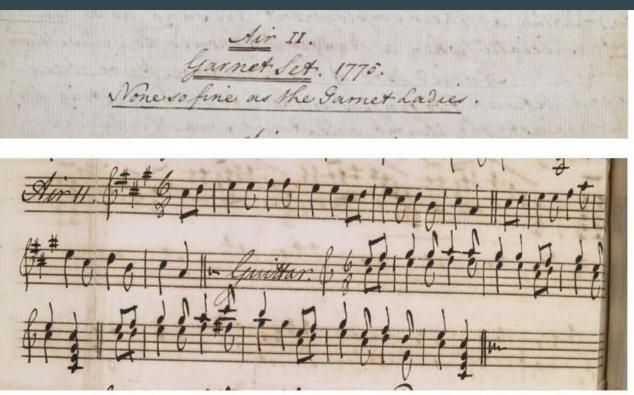
Devin Leigh: Jamaican Airs Exhibit

Chap. Music . Music is a favorite recreation of the Negroes; for the enjoyment of which they are well adapted by a natural good Ear; their proficiency depending intirely on the faci-lity with which they make themselves masters of any tune they hear. A Proof of their acquiring their knowledges of European husic in this manner, is the close imitation of each other, observable in such tunes as become fashionable. Should the person who first sings or plays a new piece in their hearing, make the smallest deviation from the notes, the same beauty on defect, runs through every subsequent performance among The Negroes, A few of them indeed are taught to play on the Molin by Motes, yet it is not unusual for a Negroe on being asked the name of any note to answer, 1 ... the first becond or third finger on fuch a fing .

Air 3 from "Airs used by Distinct Sets," from the "Garnet Set" in 1776

Air III. 1776. Garnet Ladies have a heavy lofs, Hugza! for Garnet, we have a heavy lofe. Last year this time, we have a merry day, This year we have a heavy lofe. Alluding to their festivity in 1775 and their disappointment in 1776, from the death of a Merchant who was dononed on the papage to England ; by whom they remitted money to purchase printed Linnens, all of the same pattern, for their Christmas apparel. In memory of this gentleman, or their own lofe, they wore mourning in their procession, during the holydays.

Air 2 from "Airs used by Distinct Sets," from the "Garnet Set" in 1775

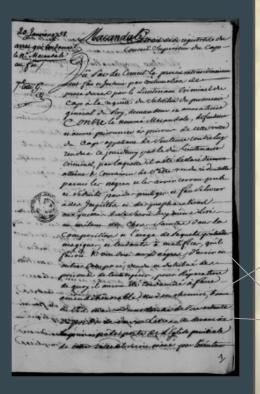


Air 2 from "Tunes in General Use," called "Guinea Corn"

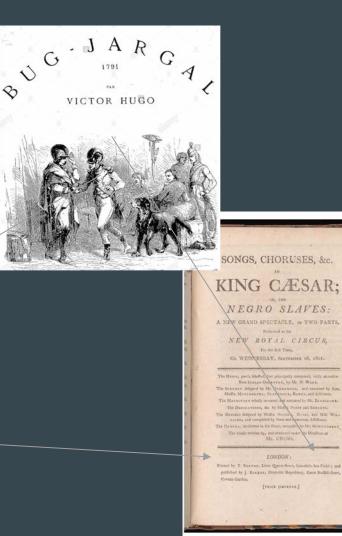
Air II. inca bor Flan Mouli Weed Hoc Topi Guinea Corn I long to you, Dry Beat. Trash Parch grind Jurn Eat Change Changing the active vert in every line, until the word East when, as though variated with the ford, or tired with the process for procuring it, they toestow an hearty curse on the Grain, acking it where it came from . While finging this original composition, their actions imitate the various mansures attending the culture and preparation of Juinea born.



Text Network: Makandal







Caribbean Collaborations:

Barbados National Archives and UWI Cave Hill





Northeastern University NULab for Texts, Maps, and Networks

Interdisciplinary Faculty Research Group in Digital Humanities and Computational Social Science

- Located in College of Social Sciences and Humanities
- Core Faculty from Humanities, Comp Sci, Art + Design, Journalism, Social Sciences
- Conferences, workshops, speakers linked to annual theme (2018: Fake News, 2019: Digital Storytelling, 2020: Digital Democracy)
- Teaching: Digital Teaching Integration Initiative; Digital Humanities Grad Certificate; DH Minor; CSS Minor
- Seed grants for grad student and faculty travel and research
- Grad student fellows program

<u>Library Staff Group for Digital Research,</u> <u>Teaching, Support, and Infrastructure</u> <u>Development</u>

Northeastern University

DSG

- Located in Library
- Infrastructure development: Digital Repository Service; Ceres/Charon
- Workshops: GIS, text analysis, TEI, data viz, Wikistorming
- DH Open Office Hours
- Active program of grants: trains and employees grad students
- Digital Humanities Quarterly
- Women Writers Project

Grant funding

Graduate students



Digital Research, Teaching

Teaching

Research

Faculty

Library Staff

Northeastern University
Digital NU ship
DSG

Workshops