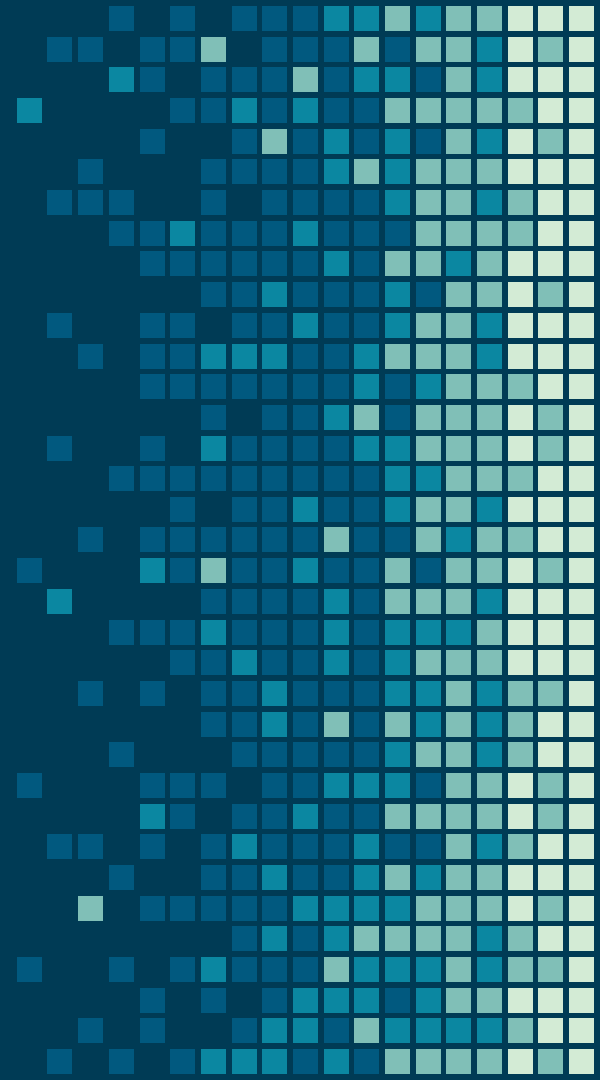


# Digital Humanities and the Secondary Classroom

Jessica DeSpain, Associate Professor  
Southern Illinois University Edwardsville

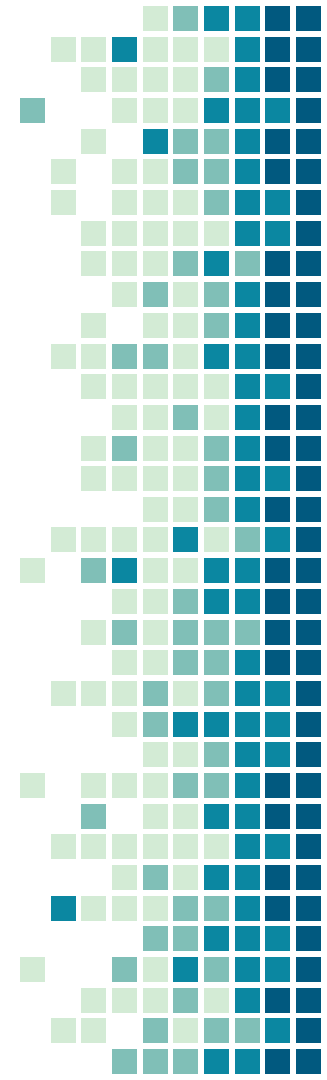


# How do you DH?

Create dynamic scholarly archives or use digital tools to analyze languages, literature, images, spaces, and periods

Consider the cultural use and meaning of technology in addition to using it as a method of analysis and publication

Collaborate using interdisciplinary methods



# Archival Projects

Allison Booth, *Collective Biographies of Women*

**Collective Biographies of Women**  
Alison Booth

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SUPPORT THE ARCHIVE

The Walt Whitman Archive  
Ed Folsom & Kenneth M. Price, Editors

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**News & Updates**

July 2010  
Whitman's *Complete Prose Works* (1892) and *Memoranda During the War* (1876) are now available.

June 2010  
Great news! The Archive has been awarded a grant from the National Historical Publications and Records Commission to continue its work on Whitman's correspondence from the end of the Civil War through Reconstruction.

April 2010  
The Civil War *correspondence* of Whitman is now available. In editing more than 600 letters, the *Whitman Archive* has created the first two-way correspondence treating these key years in Whitman's life.

More News

Ed Folsom and Kenneth Price,  
*The Walt Whitman Archive*

Schomburg Center for Research in Black Culture,  
*In Motion: The African-American Migration Experience*

# Geography, Space, and Place

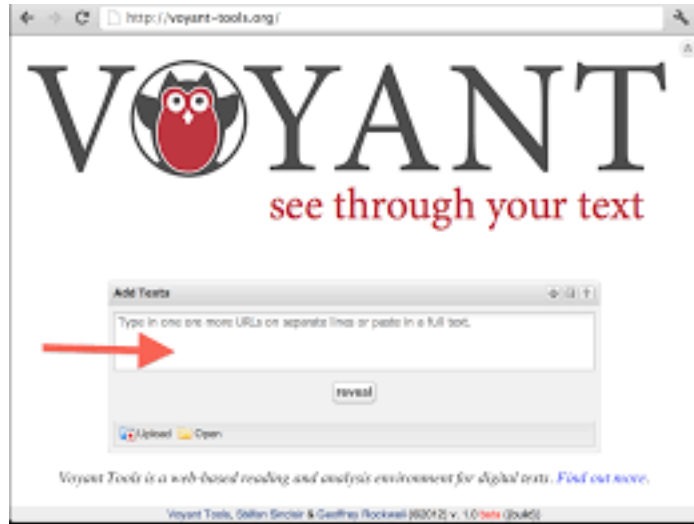
The screenshot shows a web-based map interface. On the left, there are navigation tabs for 'EVENTS', 'PEOPLE', and 'PLACES'. Below these are search filters for 'Type of Event' (set to 'Meeting\_Social Club'), 'Keyword(s)', 'From Date...', 'To Date...', 'Charge / Conviction', 'Birthplace of Participant(s)', 'Occupation of Participant(s)', 'Race', 'Gender', 'Surname of Participant(s)', 'Street / Intersection Name', and 'Location Type'. The main map area shows a street grid in Harlem, New York, with a pop-up window for a 'Meeting of the Polyannas Bridge Club Meeting\_Social Club'. The pop-up text reads: 'This event happened entirely at this address: 660 St Nicholas Ave', 'Home of Mrs. Nina Mae Sutton', 'Date: 1930-10-20 Time: Night (Any Time)', and 'More Detail'. Above the map, there are year selection buttons for 1920, 1925, and 1930. On the right, there are 'MAPS', 'LAYERS', and 'LEGEND' tabs, with a 'boxing' layer selected.

Ken Price, et al.,  
*Civil War Washington*

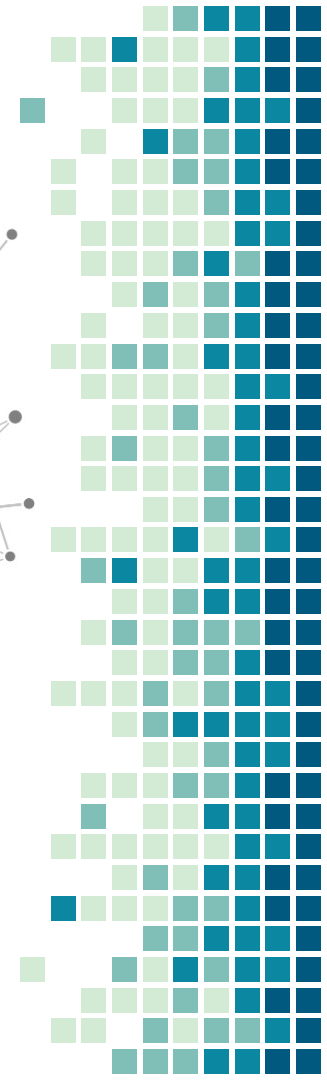
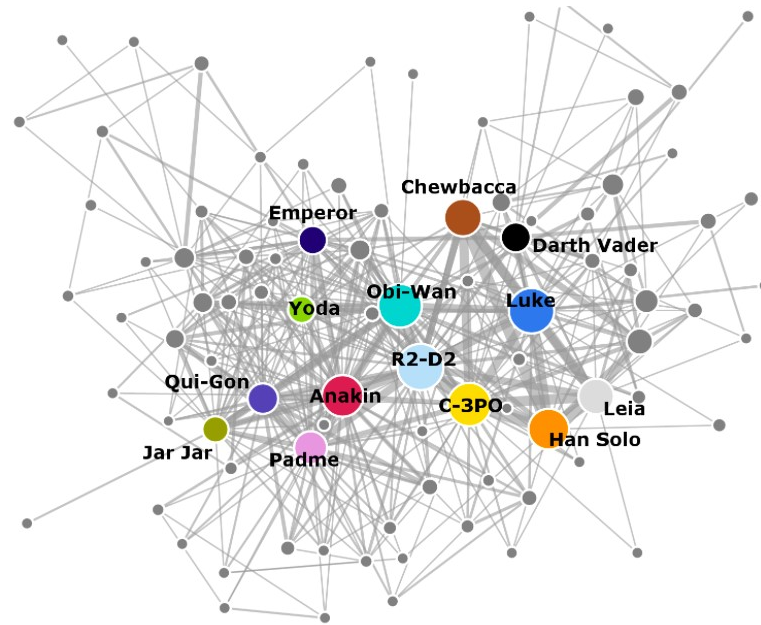
The screenshot shows the 'CIVIL WAR WASHINGTON' website. The header features the title 'CIVIL WAR WASHINGTON' in large white letters on a dark background. Below the header is a navigation menu with links for 'Interpretations', 'Map', 'Data', 'Texts & Images', and 'About'. The main content area contains a paragraph: 'The "Washington in Transformation Maps" offer a combination of temporal, geographical, and contextual data layers. The map layers display distinct shape files, or icons, on behalf of physical and geographic objects. The base map, below, displays locations by date ranges and can return simple search results. Alternate map views are coming soon.' Below the text is a map of Washington, D.C., overlaid with a grid and various colored markers (green triangles, blue triangles, red triangles). A legend on the left side of the map lists: 'Fortification' (green triangle), 'Hospital' (blue triangle), and 'Theater' (red triangle). Below the legend is a 'Query' section with a text input field for a date, a 'Go' button, and a 'Reset' button. The 'Identify' section below the query says: 'Click a map point to display its information here.'

Shane White, et al., *Digital Harlem*

# Mining Texts



# Visualizing Data

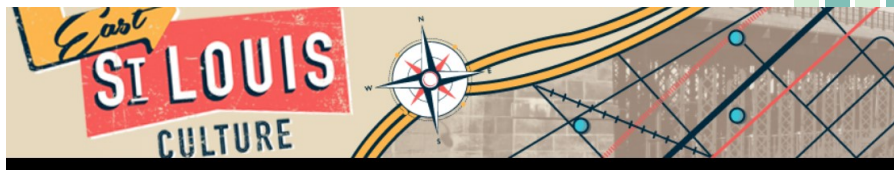




# DH with Middle & High School Students



Conversation Toward a Brighter Future 2.0  
digital storytelling project about age  
and intergenerational relationships  
Funded by National Endowment for the Humanities



Digital East St. Louis  
Engaged a team of middle school students in a  
project about the history and culture of their city  
Funded by National Science Foundation

# DH Pedagogy Basics

1. Encourage tinkering, building, and experimentation
2. Environment, assignments, and assessments invite risk and consequent failure
3. Project structure includes collaboration, student contribution, and attribution of student work
4. Infrastructure is accessible to students with a variety of abilities
5. Curriculum uses technology to re-evaluate content or examines technology itself as content





# Tinkering

- From the *Oxford English Dictionary*:  
Tinker, v. "To work as a tinker; to mend metal utensils (and hence *gen.* any material objects), esp. in a clumsy, bungling, or imperfect way."
- From Rachelle Doorley, *tinkerlab.com*:  
"Tinkerer: one who experiments with materials and ideas to fully understand their capacities, and who further iterates on their learning to find better solutions to current problems."
- From Jentery Sayers, 2011:  
"Embracing tinkering's inexpert, tactical, and situational experimentation lends itself well to introducing students of literature and language to otherwise unfamiliar modes of learning."



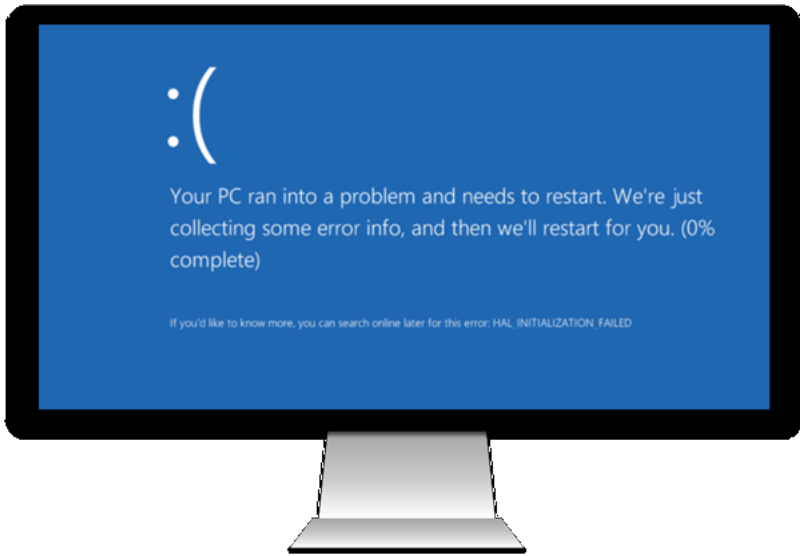


# Why Tinker?

1. Tinkering encourages inquisitiveness by addressing how things work and how they are constructed in a social context—you might also term it “looking under the hood.”
2. Tinkering is necessary for technological literacy to develop.
3. Tinkering is focused on process and continual self-correction rather than a finished product.



# Why Failure is an Option

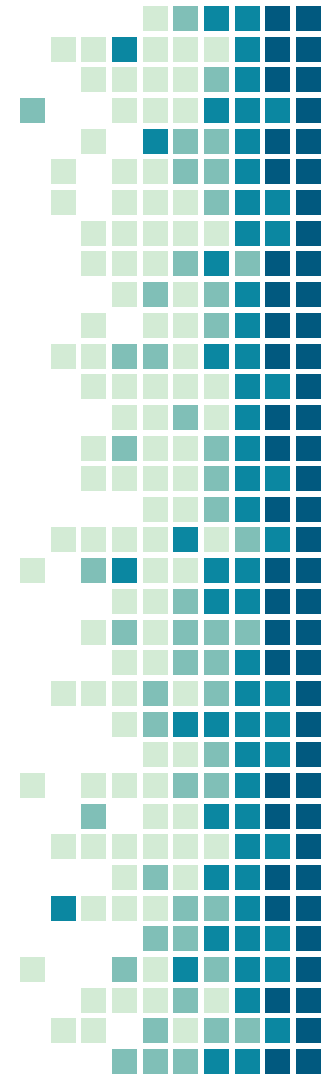


- Time required to complete a DH project is difficult to delimit. Students may not finish within the confines of the class or ever...
- Students are new to DH, and they need to practice with a safety net.
- Finding ways to allow for failure challenges student notions about the value of taking risks and challenging hypotheses.



# Inviting Risk and Embracing Failure

- Describe the classroom and its activities as a studio, lab, or makerspace
- Describe the class itself as an experiment
- Share failure narratives
- Include reflection of process in assignments
- Reward process as opposed to finished products
- Incentivize peer evaluation
- Be flexible about schedule and assignments



# Establishing Autonomy

- Establish a workflow
- Keep all tutorials accessible in one online location (e.g. Google Drive), and encourage students to rework them
- Involve students not just in the work, but in its methodological and theoretical underpinnings
- Let students choose their role based on their interests
- This should go without saying, but back everything up!



# THANKS!

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[jdespai@siue.edu](mailto:jdespai@siue.edu)

