HT-261817-18
Institution(s): University of Florida; Gainesville, FL (Applicant/Recipient)
Title: Migration, Mobility, and Sustainability: Caribbean Studies and Digital Humanities Institute
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Division: Digital Humanities
Grants.gov Competition: Institutes for Advanced Topics in the Digital Humanities
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Figure 1: Collage of images of people from the in-person Institute
1. Project Summary

The George A. Smathers Libraries at the University of Florida (UF) in partnership with the Digital Library of the Caribbean (dLOC) hosted the Migration, Mobility, and Sustainability: Caribbean Studies and Digital Humanities Institute. This Institute project team and experts provided a week-long, in-person workshop in Gainesville, Florida, and additional monthly virtual workshops on collaborative Digital Humanities (DH) and Caribbean Studies.

Participants gained DH teaching experience and in-depth knowledge of how to utilize digital collections in teaching. The Institute project team and experts provided training in tools, processes, and resources for developing lessons, modules, and/or courses. Participants achieved: 1) acquisition of concrete digital skills and DH approaches for teaching and research utilizing Open Access digital collections; 2) participation in an enhanced community of practice for DH; and, 3) creation of Open Access course and teaching materials that blend DH and Caribbean Studies.

The project concluded with the creation and launch of a new OER website hosting the cohort course and teaching materials, tools, other resources, and participant reflections. Perry Collins hosted the virtual launch event, with guest speakers and the official release of the final Institute OER website.

Key content resulting from the Institute is available online:

- Grant proposal: https://dloc.com/IR00010262/00001
- Resulting OER site: https://nehcaribbean.domains.uflib.ufl.edu/ (much of the text here is from this site—please see the site for the best display of materials)
- Recorded virtual sessions and all presentation slides and materials shared at the in-person session: https://dloc.com/teach/results/?t=neh

2. Project Origins and Goals

The Migration, Mobility, and Sustainability: Caribbean Studies and Digital Humanities Institute was born from community interest and community concept creation.

The Co-Directors drew on a wealth of collaborative experience, past successful collaborations, and work in Caribbean Studies to develop the scope and plan, to best support the project’s community needs. For example:

- Laurie Taylor, PhD, started with dLOC over a decade ago as the Technical Director, moving into the Digital Scholarship Director role specifically to build on dLOC’s existing infrastructure and collections, to enable new ways of researching and teaching in the digital age.
- Hélène Huet, PhD, as Chair of and the Florida Digital Institute Consortium (FLDH), has worked on highlighting the various digital projects done in the state of Florida, such as dLOC, both on the FLDH website or via conferences and recorded webinars.
Leah Rosenberg, PhD, has led library collaborations for Caribbean Studies, including serving on the Digital Library of the Caribbean (dLOC) Scholarly Advisory Board for over a decade.

In preparation for presenting the Institute, work included creating teaching resources for Caribbean Studies. Rosenberg was part of the dLOC Scholarly Advisory Board for early development, which planned to include teaching guides. She assisted Taylor to get started in Caribbean Studies, collaborating with graduate students to contribute online teaching guides to dLOC in the summer of 2008. Three thorough teaching guides were produced that summer, and these were the initial seeds for promoting the production of online teaching materials.

Building from these successful efforts over the years, the project team could foresee a variety of opportunities, including collaborative teaching experiments with Distributed Online Collaborative Courses, or DOCCs, which are like anti-MOOCs in that these required deep, extensive collaboration. Rosenberg’s reflection on the website covers some of this, noting more seeds in 2012 with a collaboration with Rhonda Cobham-Sander’s work in leading the drive for these collaborative courses. To illuminante that work, many collaborators presented a panel on teaching at the West Indian Literature Conference in 2016. It was at that meeting that participants at the conference initiated the charge to create an institute, and developed the framing for what it should offer: hosted in the Caribbean (we ended up in Gainesville, instead of Puerto Rico or Miami); inclusive of all roles for those working in Caribbean Studies; accessible in terms of no or minimal out of pocket costs; educate for practical use of tools that did not incur user costs; and, sharing of existing digital collections and DH work related to Caribbean Studies, and teaching. And, most importantly, the institute needed to help connect participants who attended and to share out the work from the institute broadly, to support collective work to build community and capacity overall.

Through various collaborations with different groups of people over the years, the most common requests for assistance, in regards to Caribbean Studies and Digital Humanities, were for:

- Finding specific items for digitization
  - Often resulting in items being found and digitized; and often a bit of community building, with recommendations to contact another or a couple of others who were working on the same period, author, place.
- Receiving training and technical assistance
  - dLOC’s technical team supports partners in digitization and digital curation technical needs, but we previously had an adhoc response to training, with webinars and one-off sessions, sometimes embedded in particular projects or events.

In addition, people often shared how much they wanted to have an in-person institute that would bring together scholarly, teaching, and library (and archives and all collections) expertise, focusing on the Caribbean and Digital Humanities.

Thus, the project team decided to design the Institute based on the grounded discussions with collaborators on what they saw as meeting specific needs, and on ways to match these needs in terms of technologies for teaching and research. The team also wanted to make sure that the technologies introduced would be available and usable by everyone, no matter where they lived.
or which institution they worked at, which means the focus became free, stable, useful technologies with productive applications to teaching and research.

The team expected a good level of interest, and that it would successful in finding 26 participants as proposed, even though the Institute was to take place in Gainesville, Florida—also known as the Swamp—in the summer, with dorm accommodations and without the conveniences of a city. Surprisingly, we received over 100 applications and were overwhelmed by seeing the fantastic work by so many people, some who were long connected and some who were new to us.

Thus, the team was motivated by the needs expressed by the targeted recruitment community for: more training on Open Access digital collections, more training on Digital Humanities tools and practices that were freely accessibly and easily usable in teaching and other work, and more time together to foster community and collaboration. Our intended users/audiences for this included the participants, all Institute faculty, collective networks of collaborators for specific research areas and our local institutions, and our wider collective networks of teachers, researchers, and collections personnel. With the focus on Caribbean Studies, participants represented multiple specific fields, including history, English and other languages, architecture, art, and others, which is evident in the participant information and the final website featuring teaching resources.

3. Project Activities, Team, & Participants

Project Team

The project team members brought deep expertise in Caribbean Studies, Digital Humanities, oral histories, copyright and ethics, specific Caribbean Open Access repositories and programs, grants management, facilitative practices, appreciative inquiry, qualitative interviewing, and more. Of note, the project team included two graduate students: Hannah Toombs and Brittany Mistretta. The grant provided fairly paid, graduate professional development. This project asked both to learn new skills such as web design and data management while leveraging their existing expertise in Caribbean studies, qualitative interviewing, etc. More information on the project team and participants is included in the appendices.

Activities During the Institute

The in-person Institute spanned five days and included a variety of workshop, training, and community building activities.

For the first day, we started the Institute with an introductory session which was a facilitated Collaborating with Strangers (CoLAB) Workshop. CoLABs create a café-like environment for facilitating three-minute, one-on-one speed meetings. These conversations are designed to quickly produce connections, and ideas for partnerships, mentoring, or the sharing of new resources. The CoLAB generated ideas from questions posed about synergies, potential partnerships, and next steps to actualize their goals, and was critically important for grounding the Institute’s overarching mission, which recognizes that Caribbean Studies requires collaborative partnerships and relationships. The first day also included an orientation to dLOC.
(the collection and its membership) and other relevant digital repositories for Caribbean DH teaching. This prepared participants a hands-on session where they learned about and created metadata based on repository materials. The repository orientation included a review of metadata for using materials in new digital works (e.g., selecting and using repositories, rights evaluations for materials and repositories, metadata creation as part of citation with digital projects). During the final session of the first day, participants engaged with TimelineJS, to apply their learning on metadata and explore timelines (and the creation of timelines) for teaching. Activities during the first day were designed to support subsequent curriculum programmed for the following days, which covered more on timelines, maps, oral histories, and archives for DH teaching, along with related concerns including privacy, intellectual property, crediting, and platforms for connecting DH tools.

The second day focused on humanities themes of mobility and movement for presenting and visualizing aspects of Caribbean Studies. This hands-on day included sessions on using StoryMapJS and Google Maps. Participants in each session used metadata, or learnings about metadata, from the first day for considering different types of requisite information in relation to the tools and pedagogical goals. The day focused on organizing and breaking down digital resources into granular data for presentations and visualizations through the use of maps and timelines. With the array of tools, participants had time to discuss how these representational tools do or do not fit into the learning objectives and pedagogical strategies of the courses they teach, as well as how they might use digital repository materials and their data in the classroom based on the information these illuminate and questions they pose to their students. It is important to note that several of these tools were planned for integration within Scalar, another tool planned to be featured at the Institute, but instead the schedule was changed to focus on more collaboration time based on participant goals which were illuminated as they interacted with each other and Institute project team members. During the second day, the training program moved into the Smathers Libraries’ archives for a hands-on session to delve into questions about what these tools can bring to the archives, to unearth new findings, respond to new questions of history and collections, and for classroom production in telling stories of materials and placing materials in context. The final afternoon session was a facilitated discussion of archival practices for ways in which archives can inform and enliven DH teaching. This session introduced the importance of accessing archives outside of and within local institutions. For the “Into the Archives” session, participants used hands-on time with an unprocessed, analog Caribbean collection. This activity supported subsequent discussions on value, impact, and opportunities offered by digital tools and DH, including ways to utilize DH and analog collections to inspire students about research.

Day three began with a project review and discussion on The Diaspora Project, which engages in the creation, analysis, and synthesis of oral histories telling otherwise undocumented stories of individual and community migration. Progressing from this topic, participants engaged in a pedagogical session in the archives, for hands-on introduction to an oral history archive, which includes processed and unprocessed, analog and born-digital collections. Participants discussed DH classroom teaching with oral histories to share first-person voices and community stories, and to place materials in context. A UF African American Studies professor shared ways to use oral history archives from the perspective of African American Studies and Caribbean immigration to the US, themes that connect within and beyond Caribbean Studies. For the
remainder of the day, participants took part in two applied sessions. The first was a pedagogical session on finding and using oral histories, considerations of audio recordings and audiobooks, giving voice, and playlist pedagogy. The final session was replaced to host an unconference-style collaboration time segment.

During the fourth day, activities focused on platforms for framing the DH classroom. The day began with a session on privacy, intellectual property, and assigning credit. Using platforms and repositories designed to enable public access, the discussion included ways to apply these concerns to student online work. This prepared participants for the next session, with speakers on selected projects and programs where they shared information about the use of their materials and methods, and underlying theories and practices, for supporting evaluation processes and methods for utilizing repositories and platforms in class production, especially in discerning sustainability in terms of technologies, standards, and support for the community of practice. Sustainability was discussed during sessions on platforms, as well as within all pedagogical sessions. These sessions were designed for application during two Scalar workshops. Again, those sessions were reduced to allot more time for collaboration and hands-on work. The day included discussion time with Jennifer Serventi, NEH Senior Program Officer, and free afternoon time to explore the collections or for individual and collaborative work. Participants and those leading the Institute shared a group dinner, hosted by the Dean of the Libraries, for augmenting a sense of community, to close the day.

Day five focused on sustainability in relation to pedagogy, DH, and fostering community development through designing, scoping, and scaffolding classroom DH assignments that can be implement locally and shared for use in multiple courses. The day began with a presentation by Jennifer Serventi, NEH Senior Program Officer, and then time for group work and presentations on progress made thus far. Participants workshopped DH and Caribbean Studies course materials, including identifying plans for evaluation. By the conclusion of the in-person training, each participant had gained sufficient skills and exposure to have competence in conceiving of a DH unit, lesson, or module for implementation in their classrooms, as evidenced by informal feedback and through evaluation survey responses.

The in-person Institute was followed by a series of virtual sessions (also recorded and shared online for those who could not attend live, given the many differing schedules and time zones of participants).

Following the in-person Institute and virtual sessions, the project team worked with two graduate students who contacted all participants to prepare course materials and reflections for sharing information about the new OER site: https://nehcaribbean.domains.uflib.ufl.edu/ We did request and receive a no-cost extension to accommodate this activity, which combined with ambitious goals from the start, became all the more ambitious during the pandemic.

**Recruitment**

Because of the generous community support for creating and planning the Institute, Co-Directors identified and confirmed many collaborators for the project team rather easily. We designed the Institute to be open to and to bring together a mix of people from different professional areas and career stages. The Institute required Caribbean Studies prerequisite work
and did not require prior expertise in DH. While we expected to be able to recruit 26 participants for the Institute, because this was the team’s first experience managing an Institute, preparations were made in advance for the possible need to offer an extension if we were unable to recruit a sufficient number of applicants by the initial deadline for applications. We utilized various email lists and community networks, contacting people and groups directly, sharing via Twitter and at events. Surprisingly, the team received over 100 applications by the application deadline, and even more after the deadline with applicants who were delayed due to illness during flu season.

Reflections for a next Institute:

- The team proactively changed the in-person Institute schedule to allot more time for hands-on work, discussion, and more time to explore the collections at UF. This was thanks to the great work of the participants in knowing and explaining what they needed to reach their Institute goals for production and learning. In planning the Institute, we had contacted Jennifer Serventi, NEH Senior Program Officer, with an early draft, and the response was that we were covering too much and it would be overwhelming. While the schedule was dramatically pared down, we learned through the Institute experience that introducing and working with two great tools with in-depth exploration was sufficient. Were we to plan another Institute, we would remove—as occurred during the Institute—Scalar (or, we would focus on only Scalar instead of TimelineJS, StoryMapJS, and Google Maps).

- The team also changed the Institute from planned support from a graduate student during the preparation and in-person Institute time, to have that time dedicated for creation of the final OER site. We did this because the graduate student planned to be hired at the earlier part of the project received a grant award and was then unavailable for much of that time. The timing of this good news meant the project team had to complete activities for the earlier time period. This change subsequently made NEH grant funds available to pay the graduate student to work on the OER site at a later time.

- One of the questions for this whitepaper asks “What social, technical, or institutional challenges did you face that impacted your ability to implement your project or institute?” The University of Florida (UF) is hosted on a geographically large campus. The team selected UF as the host site because we knew we had enough local team members and institutional support to run the Institute. However, it was the first time UF had opened its dorms to accommodate this sort of program, and only during the first part of summer, which coincided with a short window of time when the State of Florida had disallowed payments for AirBNB. Prior to the Institute, the team did not know that most of the dining halls on campus would be closed during the Institute dates, and we did not know that the campus buses would be on a dramatically reduced schedule. The main Institute location was .9 miles from the dorms, the dining hall was half a mile from the dorms and from the main Institute location. With many dining options closed, limited transportation, and difficulties with the dorm, compounded by the high heat and humidity in Gainesville participants were seriously impacted. Our goal in using the dorms and dining halls was to ensure that no one had to pay out of pocket for the Institute, even if reimbursements were possible, because out-of-pocket costs can create hardships. If hosting another Institute, to meet an approximate level of fiscal support and enable better living conditions, the team would: look for locations outside of UF, or at least not during summer, and we would not use the dorms at UF again, but rather plan for a set rate for
reimbursement for all (noting that we could book upfront for that same rate, if participants requested). While the process overall for this Institute was successful, the logistics impacted participants. We are thankful for the graciousness and generosity of participants in making for a successful intensive week of learning and collaboration, despite these difficulties.

- In reflecting on their in-person institute experiences, a majority of CDHI participants expressed overwhelmingly positive feedback, but also shared ideas about how to improve event logistics and make future institutes more successful. Several participants mentioned that the scheduling of the follow-up webinars was not particularly flexible, which made them difficult to attend; however, having access to webinar recordings was useful for those who could not attend in real-time. Additionally, some felt the in-person institute schedule was a bit intense, leaving little room for flexibility. A few participants mentioned that the workshops were quite long and it may have been useful to have more time for hands-on activities and to practice with digital humanities tools covered, as well as more down time in general to network and hold discussions with other participants.

- Several participants also suggested expanding the content of future in-person meetings to appeal to both university-level instructors and researchers, and to those who teach at the secondary school level. Some participants commented on accessibility of the in-person institute; overall, there was a general feeling that this meeting was more accessible and open particularly to scholars coming from institutions in the Caribbean. However participants suggested that future meetings feature greater focus on the topic of unequal resource access among institutions who may have potentially interested participants, and perhaps offer more funding to support travel for scholars from these institutions.

4. Project Outcomes

Final products and outcomes at the end of the grant include:

- Completion of in-person and virtual sessions, with materials openly online in Digital Library of the Caribbean (dLOC): [https://dloc.com/teach](https://dloc.com/teach)
- Creation and sharing of Open Educational Resources (OER) on the NEH Institute site: [https://nehcaribbean.domains.uflib.ufl.edu/](https://nehcaribbean.domains.uflib.ufl.edu/)
- Forthcoming outcomes include a special issue of *archipelagos* on Caribbean Studies Digital Humanities work made possible by dLOC, with specific recruitment to Institute participants: [https://archipelagosjournal.org/cfp/issue06/](https://archipelagosjournal.org/cfp/issue06/)
- Two graduate students gaining new skills that complement existing expertise, with the positions as fairly paid for graduate professional development

The audience for this Institute was and remained broad: for all those involved in Caribbean Studies. With the new establishment of the OER site released in March 2021, the team expects the audience to grow and we are excited for the development of future collaborations based on this work--for collaborations in which we will and/or will not be involved directly.

One benefit from the in-person institute participants that was shared often during follow-up interviews was the collaborative opportunities they were able to access through their
participation. The CDHI allowed established scholars, graduate students, and instructors from institutions within and beyond the Caribbean diaspora to collaborate during and after the in-person institute. This level of engagement catalyzed the beginning of new research relationships that may not have otherwise been possible.

In designing the project, the team intentionally selected Open Access repositories and free and easy to use (and teach) tools. We followed practices of minimal computing, selecting the appropriate technologies for wide application in courses, for use by teachers and students at any institution with web access. For the final products, we had initially planned to support all such content simply within the Digital Library of the Caribbean (dLOC). However, because of other shifts in the project, and because of the critical need for easy access to OER, especially with the pandemic, the project was revised to add the new OER site as a final product. The new site provides all of the resulting materials, plus participant reflections, in an easier and more visually appealing framework, as opposed to sharing online materials in a set of repository-style materials in dLOC.

Other personal and professional outcomes to date are explained in the participant reflections, and include revised teaching practices, international collaborative teaching partnerships, and more. The project team learned a great deal from supporting this intensive Institute, which we will utilize in the development of future work. With the Institute only recently completing, and given the coincidental timing of the pandemic, we expect most outcomes from this project and its outputs will be forthcoming.

Despite shifts in CDHI participant projects over the course of the pandemic, the resultant expanded knowledge of digital humanities tools which the institute provided ultimately became an asset for scholars, particularly instructors, who continued working and teaching throughout the year. Follow-up interviews with participants highlighted the wide range of digital humanities skills that participants had adopted in their research and courses. For example, instructors particularly enjoyed applying digital humanities tools such as StoryMap JS, Timeline JS, Omeka sites, online exhibit projects using digital archives, and Scalar in their classes while working remotely during the pandemic.

For information about the Institute, see the OER site: https://nehcaribbean.domains.uflib.ufl.edu/

5. Project Evaluation and Impact

Goals for the Institute included determining future work. With over 100 applicants for this Institute, the outreach work was clearly successful and it demonstrated a clear need for future Institutes focused on Caribbean Studies and Digital Humanities. Sessions were evaluated during conversation with participants and using simple, quick surveys, which informed the team’s intermittent revisions to the in-person sessions to provide for more time for hands-on work, collaboration, collection exploration, and reflection. The participant reflections are the main evaluative output, and provide the stories and specifics on outputs and outcomes. With the OER site live as of end of March 2021, the team will continue to solicit feedback, which will inform overall impact resulting from the Institute.
From the Institute, the team’s overall learning focused on the critical need for this intensive educational work, especially for those teaching and researching Caribbean Studies topics. From May 2019 with the in-person Institute to the conclusion with the March 2021 release of the OER site, all participants were impacted in various ways including hurricanes and the pandemic. For future project directors, we would emphasize the incredible importance of an NEH Institute as a way to meet critical needs to build community and capacity for online teaching, creating and sharing OER, sharing and connecting to Open Access repositories, and overall for engaging in community connections to support us all.

6. Project Continuation and Long-Term Impact

The project team will continue to support access to materials in dLOC and the new OER site, as resources to continue the work of this project. Further, the project team has discussed planning for the next Institute, with great interest for this occurring once in-person travel and onsite work is feasible. The discussions for the next Institute have included questions about where to host, with great interest in collaborating to host at the University of Puerto Rico.

Because the generous community of Caribbean Studies made this Institute possible, the work of the Institute already has a home and community for future growth. All of the project and program teams featured in the Institute (e.g., dLOC partners and Scholarly Advisory Board, Diaspora Project, Create Caribbean, Dutch Caribbean Digital Archive, etc.) provide communities for maintaining relationships going forward. For future and ongoing research, participants are seeking funding for various projects. For example, the project team at UF is working on plans for securing funding for more OER work. Overall, this project was born of generosity, and seeks to contribute back through: 1) the open sharing of the grant proposal and all resulting materials, 2) the open invitation to support others in planning and hosting a next Institute, and, 3) an open invitation for other collaborations that further the goals of community and capacity building for Caribbean Studies and Digital Humanities.

Given the incredible interest in this institute, the project team knows that this intensive learning and collaboration environment will be the first of many, instead of a one-of-a-kind. The project team is very interested in supporting others in proposing and hosting this next institute because it is fantastic to bring everyone together to learn and collaborate. We know a next institute is needed, and we know that the next one will be even better.
Appendix: Course Outline and Institute Schedule (May 21, 2019)

Course Outline and Institute Schedule

Version: May 21, 2019

Phase 1: Pre-institute (March-May 2019):

Required readings:


Other resources:

Phase 2: Institute at UF (May 20-24, 2019)

The Institute’s primary goals are for participants to learn and adapt digital humanities tools and practices to the needs of their students and their own needs for teaching and inclusion in a digital humanities community of practice. The in-person week will thus mirror the same steps taken in developing Open Educational Resources\(^1\) for implementation by participants in their local communities and for sharing for use by others in other courses. These steps include learning about and experimenting with tools and technologies, implementing these with syllabi and assignments, and sharing the new course materials widely. The sessions each day will ground technologies (including StoryMapJS, TimelineJS, Google Maps, and Scalar) with use cases in Caribbean Studies, present existing Caribbean DH resources and communities, and engage participants in hands-on work with technologies, digital pedagogy, DH, and Caribbean Studies teaching practices.

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<th>Groups</th>
<th>Group 1</th>
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<tr>
<td>Group 1</td>
<td>Bastien Craipain</td>
<td>Sophonie Joseph</td>
<td>Katerina Gonzalez Seligmann</td>
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<td>Nathan Dize</td>
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<td>Rosamond King</td>
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<td>Laetitia Saint-Loubert</td>
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<td>Hélène Huet</td>
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<td>Group 2</td>
<td>Ricia Chansky Sancinato</td>
<td>Juliet Glenn-Callender</td>
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<td>Mirerza González</td>
<td>Shearon Roberts</td>
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<td>Nadjah Rios Villarini</td>
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<td>Schuyler Esprit</td>
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<td>Chelsea Johnston</td>
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<td>Anita Baksh</td>
<td>Aaron Kamugisha</td>
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\(^{1}\) Open Educational Resources, often referred to as OERs, are freely accessible, openly licensed digital materials (text, audio, textbooks, syllabi, lesson materials, etc.) that are useful for teaching.
May 20 | Day 1: Welcome, Teaching with Digital Repositories, and Metadata
Guest Faculty: Miguel Asencio, Schuyler Esprit, Miremza González, Margo Groenewoud, Debbie McCollin, Nadjah Rios Villarini; with Bess de Farber, Crystal Felima, Melissa Jerome, Hadassah St. Hubert

Topics & Skills:
- Overview of key methods, issues, and concepts for utilizing resources from and collaborating with Caribbean Studies Repositories (including dLOC, The Diaspora Project, Dutch Caribbean Digital Platform, National Digital Newspaper Program, and Umbral)
- Teaching metadata as a boundary concept across teaching faculty, libraries, and archives for utilizing materials in teaching, using collections as part of teaching and class production, identifying limitations to the field and research questions from gaps in collections, and developing competencies in metadata for enabling next step, advanced research

Reading:
## Schedule for May 20 | Day 1: Welcome, Teaching with Digital Repositories, and Metadata

Location, 8:45-11:15am: Latin American & Caribbean Collections, Smathers Library
Location, afternoon: Smathers Library, room 100

<table>
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<tr>
<th>Time</th>
<th>Activity</th>
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<tr>
<td>8:45-9:15am</td>
<td>Welcome and overview of Institute (Co-Directors)</td>
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<td>9:15-11:15am</td>
<td>CoLAB introductions (de Farber)</td>
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<td>11:15-12:30pm</td>
<td>Lunch: Broward Dining Hall</td>
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<td>12:45-1:45pm</td>
<td>Lecture &amp; Discussion: Orientation to Caribbean Studies digital repositories for DH teaching</td>
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<td>Lightning Round Style Introduction to Caribbean digital repositories and programs (3-5 minutes each, then time for discussion):</td>
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<td>- Chronicling America: Melissa Jerome</td>
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<td>- Create Caribbean: Schuyler Esprit</td>
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<td>- Digital Library of the Caribbean: Miguel Asencio and Hadassah St. Hubert</td>
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<td>- Diaspora Project: Miritza González Nadjah Rios Villarini;</td>
</tr>
<tr>
<td></td>
<td>- Haitian Studies and Digital Humanities: Crystal Felima</td>
</tr>
<tr>
<td></td>
<td>- DH teaching at the University of Curaçao: Margo Groenewoud</td>
</tr>
<tr>
<td></td>
<td>- DH teaching at the University of the West Indies, St. Augustine:</td>
</tr>
<tr>
<td></td>
<td>Debbie McCollin</td>
</tr>
<tr>
<td>1:45-2pm</td>
<td>Break</td>
</tr>
<tr>
<td>2-3pm</td>
<td>Lecture &amp; Workshop: Using, analyzing, and creating metadata to bridge collections, DH, and the classroom. Locating items in repositories with reference metadata to create sets in spreadsheets based on location and time; spreadsheets to be used in workshops on day 2 (Huet, Taylor)</td>
</tr>
<tr>
<td></td>
<td>Presentation: What is Metadata and How to Use It: citing with links, finding permanent links in repositories, finding image links, etc.</td>
</tr>
<tr>
<td></td>
<td>Creating spreadsheet for TimelineJS and other tools. Participants will use the spreadsheet data to create timelines.</td>
</tr>
<tr>
<td></td>
<td>Data to be included:</td>
</tr>
<tr>
<td></td>
<td>Repositories with permanent links to items</td>
</tr>
<tr>
<td></td>
<td>Descriptions (from the item metadata)</td>
</tr>
<tr>
<td></td>
<td>Dates</td>
</tr>
<tr>
<td></td>
<td>Locations</td>
</tr>
<tr>
<td>3-3:15pm</td>
<td>Break</td>
</tr>
<tr>
<td>3:15-4:30pm</td>
<td>Discussion &amp; Workshop: TimelineJS for locations, with structured data and repository materials (Mistretta, Taylor)</td>
</tr>
<tr>
<td></td>
<td>Participants will produce Timelines with at least three entries related to their teaching or research.</td>
</tr>
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May 21 | Day 2: Mobility & Movement: Presenting & Visualizing DH Caribbean Studies
Faculty: Miguel Asencio, Schuyler Esprit, Mírrez González, Margo Groenewoud, Debbie McCollin, Nadjah Rios Villarini; with Margarita Vargas Betancourt

Topics & Skills:
- Introducing “data” as concept and data materials in the classroom
- Organizing and breaking down digital resources into data elements for presenting and visualizing with maps and timelines
- Creating basic data visualizations as timelines, story maps, and maps from spreadsheets

Readings:
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<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>9-10:30am</td>
<td>Discussion &amp; Workshop: StoryMapJS for location and time, with structured data and repository materials (St. Hubert) Participants will produce short StoryMaps related to their teaching or research.</td>
</tr>
<tr>
<td>10:30-10:45am</td>
<td>Break</td>
</tr>
<tr>
<td>10:45am-12:15pm</td>
<td>Discussion &amp; Workshop: Google Maps for locations, with structured data and repository materials (Huet) Participants will produce a Google Map related to their teaching or research.</td>
</tr>
<tr>
<td>12:15-1:15pm</td>
<td>Lunch</td>
</tr>
<tr>
<td>1:30-3pm</td>
<td>Pedagogical Session Workshop: Working in groups: Review syllabi or course descriptions from applications. Consider what digital repositories could be useful for content for a specific syllabus or potential lesson or activity within a course. Share work from Day 1 and 2 on timelines, maps, and StoryMaps. Consider where timelines, maps, and StoryMaps could expand/enhance pedagogy in terms of questions and study within the course?</td>
</tr>
<tr>
<td>3-3:15pm</td>
<td>Break</td>
</tr>
<tr>
<td>3:15-4:30pm</td>
<td>Session Discussion: Challenging Colonialism Through Archives &amp; Digital Humanities Library and Information Studies (LIS) specialists at the US face the challenge of Special Collections as sites of colonialism, hegemony, and whiteness. This session will discuss the history of LACC as an example of colonialism and US hegemony as well as the way in which LIS specialists challenge underrepresentation. The history of the Panama Canal Museum Collection at UF will be used as a case study. In 1999, Canal Zone residents that retired to Florida opened the Panama Canal Museum in Seminole. Their objective was “to preserve the history of the American Era of the Panama Canal (1904-1999).” In 2012, the Panama Canal Museum closed its doors and transferred its holdings to the George A. Smathers Libraries at UF. This has enriched UF’s Latin American and Caribbean Collection and has made it one of the leading repositories of material related to the Panama Canal. However, since the provenance of the collection is exclusively the white American citizens who lived in the Zone, one of the greatest challenges that UF has faced is to include other voices and to broadcast the collection to the other groups that worked and lived in the Zone, as well as to Panamanians. The session will include a presentation on former exhibits made with Panama Canal content, and it will end with an optional tour of the current exhibit “An American Canal in Panama.” (Vargas Betancourt)</td>
</tr>
<tr>
<td>5pm</td>
<td>Optional informal Social Hour at The Social</td>
</tr>
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May 22 | Day 3: Stories of Migration; DH Teaching with Oral Histories

Guest Faculty: Miguel Asencio, Schuyler Esprit, Mireza González, Margo Groenewoud, Debbie McCollin, Nadjah Rios Villarini; with Sharon Austin and Mary Risner

Topics & Skills:
- Overview of key methods, issues, and concepts for oral history collections and materials in the DH classroom
- Navigating oral history tool options in the classroom
- Unconferences, agile methods, and THATCamps

Readings:

Reading on Oral History and DH Project, and Explore the Project:

Oral Histories in Repositories: review for potential materials of interest:
- Panama and the Canal Oral History Project: http://dloc.com/ohpcm
- Joel Buchanan Archive of African American Oral History: http://ufdc.ufl.edu/ohfb
- Haitian Art Digital Archive (oral histories), http://dloc.com/lacchada
- Dutch Caribbean Digital Platform: http://dcdp.uoc.cw/
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<th>Time</th>
<th>Activity</th>
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<tr>
<td>9-10am</td>
<td>Lecture and Discussion: The Diaspora Project and new micro-sites (González, Rios Villarini)</td>
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<tr>
<td>10-10:15am</td>
<td>Break; walk to the Samuel Proctor Oral History Program offices with production studio and archives</td>
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<tr>
<td>10:15-12pm</td>
<td>Pedagogical Session Discussion &amp; Hands-On: Into the Archives for an oral history program and archives; hands-on with processed and unprocessed analog and born-digital collections; discussion of DH oral history teaching and assignments in the classroom to share individual voices and community stories, and to place materials in context (Austin, Ortiz)</td>
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<tr>
<td>12-2pm</td>
<td>Lunch</td>
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<tr>
<td>2-3:15pm</td>
<td>Pedagogical Session (10 minutes each): Ethics and Oral Histories (Collins) Virtual Exchange (Risner) Playlist pedagogy (Groenewoud) Discussion</td>
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<tr>
<td>3:15-3:30pm</td>
<td>Break and Post-Its for Unconference Session</td>
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<tr>
<td>3:30-4:30pm</td>
<td>Workshop (working in groups): Unconference, group change: Using the post-its to identify at least 5 topics, and no more than 8, people will reassemble into new groups to discuss the topic. This session will introduce the unconference format, THATCamps, agile ways of working, and have new groups to make more connections.</td>
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*Original idea: Creating an assignment utilizing oral histories held in digital repositories, explaining connection to themes (migration, mobility, and sustainability), and specific course(s) for the assignment*
May 23 | Day 4: Sustainability; Platforms for Framing the DH Classroom
Guest Faculty: Miguel Asencio, Schuyler Esprit, Miferza González, Margo Groenewoud, Debbie McCollin, Nadjah Rios Villarini

Topics & Skills:
- Considerations and needs to ensure DH is also public humanities, for public engagement with support for all involved
- Finding, evaluating, and using platforms for digital humanities projects and teaching

Reading:

Explore:
Take 15 minutes to an hour to read and explore this DH site using Scalar; consider the navigation, goals, what works, and how you might work with something like this for a critical edition or other project:
- Amardeep Singh. Claude McKay's Early Poetry (1911-1922), https://scalar.lehigh.edu/mckay/index
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<th>Time</th>
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<tr>
<td>9-10:30am</td>
<td>Pedagogical Session: Privacy, Intellectual Property, and Credit in Classroom DH (Perry Collins)</td>
</tr>
<tr>
<td>10:30-11:30am</td>
<td>Discussion: Platforms for course production and assignments:</td>
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<td>Speakers on how they have used different repositories or website for</td>
</tr>
<tr>
<td></td>
<td>supporting their courses (7 minutes each):</td>
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<tr>
<td></td>
<td>Asencio on dLOC</td>
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<td>Esprit on Create Caribbean</td>
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<td></td>
<td>Groenewoud on the Dutch Caribbean Digital Platform</td>
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<td></td>
<td>McCollin on using WordPress for classes</td>
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<tr>
<td></td>
<td>Rosenberg on dLOC, PBWorks, and Scalar</td>
</tr>
<tr>
<td>11:30am-1pm</td>
<td>Lunch</td>
</tr>
<tr>
<td></td>
<td>With guest, Jennifer Serventi, NEH Senior Program Officer</td>
</tr>
<tr>
<td>1-2pm</td>
<td>Project Management (Jerome, Huet)</td>
</tr>
<tr>
<td>2-2:15pm</td>
<td>Scalar, Presentation (Taylor, Huet, St. Hubert)</td>
</tr>
<tr>
<td>2:15-5:45pm</td>
<td>Open Session, visit libraries, museums, explore campus and Gainesville</td>
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<tr>
<td>5:45pm</td>
<td>Pickup for dinner, in front of Hume Hall</td>
</tr>
<tr>
<td>6-8pm</td>
<td>Dinner at the home of the Dean of the University Libraries</td>
</tr>
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</table>
May 24 | Day 5: Sustainability; Teaching, DH, & Fostering Community Practices

Guest Faculty: Schuyler Esprit, Debbie McCollin, Mirerza González, Margo Groenewoud, and Nadjah Rios Villarini; with Mary Risner

Topics & Skills:
- Implementing these skills, tools, and methods in the classroom
- Designing the DH course materials, for implementation in Phase 4

Readings:
- Humanities Indicators. https://www.humanitiesindicators.org/
- “About African Diaspora, Ph.D.” African Diaspora, Ph.D.: https://africandiasporaphd.com/about/
- “Black Digital Humanities Projects and Resources,” https://docs.google.com/document/d/1rZwucjyAAR7QiEZI238_hhRPXo5-UKXt2_KCrwPZkiQ/edit
<table>
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<th>Time</th>
<th>Activity</th>
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<tbody>
<tr>
<td>9:30-11:45am</td>
<td>Remarks from Jennifer Serventi, NEH Senior Program Officer. Working in groups: Designing, scoping (will this assignment be 1 week, one of the major projects for the semester, the final project for the semester; how involved and how much time will be available for teaching whichever technology is selected), and scaffolding a classroom DH assignment for use in individual courses, shared for other courses, and collaborative courses. (Taylor, Huet)</td>
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<tr>
<td>11:45am-12:45pm</td>
<td>Lunch</td>
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</table>
| 12:45-2:45pm | Presentation of ideas: By group, each person presents their ideas or questions (3 minutes each), include:  
|              | • What have you learned that you will use?  
|              | • What are your next steps?  
|              | • What are your questions?  
|              | Post 100-300 words post to Scalar book.                                                           |
| 2:45-3pm     | Break                                                                                           |
| 3-4pm        | Discussion: Wrapping up, considerations for invigorating the humanities with the digital humanities within and across our institutions; opportunities for collaborative engagement within and beyond single institutions, contributing to shared resources to grow the community of practice. |
Phases below changed from planned to actual. All materials available in the new OER site: https://nehcaribbean.domains.uflib.ufl.edu/institute-reflections/

Phase 3: Virtual Sessions and Asynchronous Communication, July –December 2019:
Virtual sessions on specific technologies, practices, and ongoing asynchronous communication. Sharing of course materials as applicable.

Phase 4: Teaching Module Development for Teaching DH Locally, January-April 2020:
Participants will, if course selection allows, implement their DH course materials in early 2020. Participants will self-select on this, where some may not be teaching during this time period or may not be teaching in a related area. Those who teach during this semester will be asked to provide reflective writings on their teaching experiences for these materials. Those who do not teach the course materials developed from the Institute will be asked to provide a reflective assessment of their local resources and needs if they were to teach the course. This assessment will inform strategies for the community to collectively support individual needs for DH teaching related to Caribbean Studies and connecting across through the themes of migration, mobility, and sustainability. During this phase, ongoing asynchronous communication will continue for the group as a whole through an email list.

Phase 5: Publication and Dissemination, March 2021:
The final phase will collect and build upon the activities and discussions to date, and the evaluations. The participants will also be asked to reflect on the development, highlighting strategies they used and the particularities of teaching digital humanities. During this final phase, participants will finalize the DH teaching materials that they developed and their reflective assessments. Participants will share the course materials for inclusion with the other teaching materials as Open Educational Resources. The project Co-directors will collate and publish all of the materials and disseminate news of the new materials and white paper on various email lists, Twitter, and at onsite venues for dissemination and next steps.
Appendix: Grant Proposal and All In-person Institute Workshop/Presentation Materials

The grant proposal (https://dloc.com/l/IR00010262/00001) and all in-person Institute workshop and presentation materials are available in dLOC: https://dloc.com/teach/results/?t=neh%20institute

Appendix: Participants
Participants were selected through an application process and represent nearly 20 institutions across the Caribbean and the United States. Their contributions highlight the rich collections, communities, and teaching connections at the intersection of Caribbean studies and the digital humanities.

Anita Baksh is Associate Professor of English at LaGuardia Community College at the City University of New York (CUNY). Trained in Caribbean Literature with a Certificate in Women’s Studies, she received her Ph.D. in English from the University of Maryland, College Park. Her teaching and research interests include Caribbean literature, South Asian and African diasporic literatures, gender studies, postcolonial theory, and composition. Her publications on women’s writing and Indo-Caribbean cultural production appear in The Journal of West Indian Literature and WSQ as well as in such collections as Indo-Caribbean Feminist Thought: Genealogies, Theories, Enactments (2016).

CONTRIBUTIONS

Takkara Brunson is Assistant Professor of Africana Studies at California State University, Fresno.

CONTRIBUTIONS
Ricia Anne Chansky is Professor of Literature at the University of Puerto Rico at Mayagüez. She is coeditor of *a/b: Auto/Biography Studies* and editor of the new Routledge Auto/Biography Studies book series. She coedited *The Routledge Auto/Biography Studies Reader* and *Auto/Biography in the Americas: Relational Lives* and *Auto/Biography across the Americas: Transnational Themes in Life Writing*. She is a 2018–2020 Voice of Witness Fellow, a partner in the Humanities Action Lab “Initiative on Climate and Environmental Justice,” and a Fulbright Specialist in US Studies. She has recent and forthcoming essays on disaster studies, disaster pedagogy, climate and social justice, Puerto Rico, and the Caribbean as well as on oral history, transnational and diasporic identity constructions, contested national identity, and gendered identity constructions.

Rachel Denney is a Ph.D. candidate in Women, Gender, and Sexuality Studies at the University of Kansas, with concentrations in Political Science and Latin American and Caribbean Studies. Her dissertation research focuses on the relationship between developing state governments and non-governmental organizations in Central America and the Caribbean. From Fall 2013-Spring 2015, Rachel was a Foreign Language and Area Studies Fellow, studying Haitian Creole. Rachel has a professional background in the international non-profit sector.

CONTRIBUTIONS
Bastien Craipain is a PhD candidate in the Department of Romance Languages and Literatures at the University of Chicago where he studies nineteenth- and twentieth-century Francophone intellectual histories and literatures. Specifically, he is interested in the intersection of literature and the social sciences with regard to historical processes of racial emancipation, cultural formation, and national construction. Currently, he is investigating the ways in which late-nineteenth- and early-twentieth-century Haitian intellectuals engaged with the field of anthropology to challenge the production of scientific-racist discourses on Haiti and people of African descent.

Nathan H. Dize is a PhD candidate in the Department of French and Italian at Vanderbilt University. He is the content curator, translator, and co-editor of the digital history project *A Colony in Crisis: The Saint-Domingue Grain Shortage of 1789*. With Siobhan Meï, he coedits the “Haiti in Translation” interview series for *H-Haiti*. He has translated poetry and fiction by numerous Haitian authors, including Kettly Mars, Charles Moravia, James Noël, Néhémy Pierre-Dahomey, and Évelyne Trouillot. His translation of Makenzy Orcel’s *The Immortals* is forthcoming in November 2020 with SUNY Press.

CONTRIBUTIONS
**Yanie Fécu** received her Ph.D. in Comparative Literature from Princeton University with the support of a pre-doctoral fellowship at the University of Pennsylvania in the departments of Music and Africana Studies. She is an assistant professor of English at the University of Wisconsin-Madison. Her research focuses on 20th- and 21st-century pan-Caribbean literature, with particular interests in auditory culture, history of technology, and postcolonial theory.

**Juliet Glenn-Callender** is the Campus Librarian at University Libraries of the University of The Bahamas – North Campus. She manages the operations of the library and provides course related library instruction to students. She is currently working with the faculty in the English Studies Department to capture the information that has been generated from the first year English students’ research projects. The goal of the project is to put the information gathered into a form that is accessible to the rest of the university population and eventually the wider community. Her focus is to build a digital repository which will provide access to primary materials reflecting the historical, social, economic and cultural development of the people of Grand Bahama. The materials will be used to help support the curriculum for Caribbean Studies related courses being taught at the university or which will be coming on stream in the near future.

**CONTRIBUTIONS**
**Tao Leigh Goffe** is a writer, dj, and professor specializing in the narratives that emerge from histories of imperialism, migration, and globalization. She is Assistant Professor of Africana and Feminist, Gender, and Sexuality Studies at Cornell University. She received her Bachelor’s degree in English from Princeton University and PhD in American studies from Yale University.

Born in London and raised between the UK and US, her interdisciplinary research and practice examines the unfolding relationship between technology, the senses, memory, and nature. DJ’ing is an important part of her pedagogy and research. Goffe has held academic positions at New York University, Princeton University, and Hunter College, CUNY. Her writing has been published in *Small Axe, Anthurium,* and *Asian Diasporic Visual Cultures and the Americas.* She is at work on two books. The first, *A History of Touches: Vernacular Archives of Afro-Asia,* explores the poetics and entanglements of African and Asian diasporas in the Caribbean. The second, *Pon De Replay: Gender, Sexuality, and DJ Cultures,* is a manifesto on black feminist praxis, technology, and nightclub culture.

![Tao Leigh Goffe](image)

**Katerina Gonzalez Seligmann** is assistant professor in the Writing, Literature & Publishing department at Emerson College where she teaches courses in Latin American, Caribbean, and U.S. Latinx literatures. She is currently completing a book that argues for the centrality of literary magazines to pan-Caribbean discourse and Caribbean literary production. Her published and forthcoming articles include work on literary magazines, literary infrastructure, and the intertextual relationship between Aimé Césaire and Lydia Cabrera. She also regularly translates literature between English and Spanish.
Molly Hamm-Rodríguez is a doctoral student in the Equity, Bilingualism, and Biliteracy program at the University of Colorado Boulder. Her research bridges linguistics, anthropology, education, and Caribbean studies, and she uses participatory and community-based methods in her work. Molly received a Fulbright-Hays DDRA award for her dissertation project on youth language and literacy practices and political economy in the Dominican Republic. She has co-authored two book chapters on the education system in the Dominican Republic and her co-authored research on language, education, and displacement among Puerto Rican students in Central Florida is forthcoming in *CENTRO: Journal of the Center for Puerto Rican Studies*. Molly is currently Co-Coordinator of the Transnational Hispaniola Working Group of the Caribbean Studies Association and Co-Coordinator of the African Diaspora Education Sub-Committee within the American Anthropological Association’s Council on Anthropology and Education. She received an M.A. in International Educational Development from Teachers College, Columbia University.

**CONTRIBUTIONS**

Ronald Angelo Johnson is a historian of the early United States. His specializations are diplomacy, religion, and the Atlantic World. Of particular emphasis are early U.S. foreign relations, immigration, the African Diaspora, and cultural encounters.
He is currently writing his second book, “Shades of Color”: Racialized Diplomacy and the Haitian Diaspora in the Early American Republic. This work explores how the ideals of the Declaration of Independence created the foundation of early American diplomacy and informed subsequent Atlantic revolutions. It examines the diplomatic and cultural connections between the western Atlantic world’s first two nation-states. Combining materials from Caribbean and European archives with a wide range of U.S. printed and manuscript sources, Revolutionary Relations is the first study to identify 18th and early 19th-century migrants from Haiti as an immigrant group and to measure their contributions to early American society.

Sophonie Milande Joseph. Dr. Sophonie M. Joseph is a visual artist and community planner. She uses conceptual photography and documentary filmmaking as tools to conduct visual sociology. Sophonie researches the diffusion of urbanism ideas into Haiti as a lens to analyze the decentralization and disaster planning context. Her commitment to social equity informs a transformative worldview and involvement with grassroots initiatives in Haiti and the US. Her deep passion for justice stems from her background in working with and supporting vulnerable communities over the past decade. She currently sits on the board of BlackSpace, a Black urbanist collective of architects, planners, and artists, that strive for environments that recognize, affirm, and amplify Black agency, discourse and thought. Through her participation in parallel academic and professional spheres, she has built formidable skills in the realms of transnational planning, intersectional feminism, and environmental justice.
Aaron Kamugisha is Senior Lecturer in Cultural Studies at the University of the West Indies, Cave Hill Campus. His latest book is titled *Beyond Coloniality: Citizenship and Freedom in the Caribbean Intellectual Tradition* (Indiana University Press, 2019), and is the editor of five edited collections on Caribbean political and cultural thought. He is a member of the editorial working committee for the journals *Social and Economic Studies*, *Journal of West Indian Literature*, and *Small Axe: A Caribbean Journal of Criticism*.

**CONTRIBUTIONS**

Rosamond S. King is a critical and creative writer whose scholarly work focuses on sexuality, performance, and literature in the Caribbean and Africa. Her book *Island Bodies: Transgressive Sexualities in the Caribbean Imagination* received the Caribbean Studies Association best book award, and her research has been supported by the Fulbright and Ford, Mellon, and Woodrow Wilson Foundations. Her poetry collections are *All the Rage* and *Rock|Salt|Stone*, and she has performed around the world. King is Co-Chair of the Caribbean International Resource Network, President of the Organization of Women Writers of Africa, Creative Editor of sx salon, and Associate Professor of English at Brooklyn College, part of the City University of New York.

**CONTRIBUTIONS**
**Audra Merfeld-Langston** is associate professor of French at Missouri University of Science & Technology, where she has created and directed a series of study abroad programs to Latin America and the Caribbean. She also led the development and launching of a new academic minor in Latin American Studies for Technical Applications, supported by a grant from the U.S. Department of Education. Her publications address topics including LSP (languages for specific purposes), contemporary French culture, and the development of intercultural communication skills during study abroad. Her current research analyzes physical representations of historical memory in Martinique. She is active in the American Association of Teachers of French and engages in initiatives to incorporate Francophone Caribbean-related materials into language courses at both the K-12 and Higher Education levels.

![Audra Merfeld-Langston](image)

**K. Adele Okoli** is Assistant Professor of French at the University of Central Arkansas in affiliation with the African & African American Studies and Gender Studies Programs. She holds a joint doctorate in African American Studies and French from Yale University. Using feminist, decolonial, and new historicist methodologies, her work centers on discourses of race, gender, and desire, particularly in Francophone and Creolophone Haiti, Louisiana, the Caribbean Diaspora, and nineteenth-century France. She also works and teaches on fashion history and theory. She has published in academic journals including *Nineteenth-Century French Studies* and *Women & Performance: a journal of feminist theory*, as well as in non-academic venues such as *The Haitian Times*. She is currently editing a special issue of the *Journal of Caribbean Literatures* entitled *Creole Formations: Constellations of Créolité in Haitian Contexts.*
Lisa Ortiz earned her Ph.D. in Educational Policy Studies with minors in Latina/o Studies and Gender & Women’s Studies from the University of Illinois at Urbana-Champaign in 2018. She is an interdisciplinary scholar whose work is grounded at the intersection of (im)migration, media, education, gender, and Latina/x/o studies. Her current research juxtaposes representations of Puerto Rican migration in the media with narratives of intergenerational individuals engaging in rural-to-rural migration between the islands and the United States in the 21st century. In doing so, she examines how neoliberal discourses of value, devaluations, and progress point to ethnoracial ties and tensions embedded in Latina/x/o life in the Midwest. During 2019-2020, Lisa will be joining the University of Iowa as a Mellon Sawyer Seminar Postdoctoral Fellow to continue her research and to administer aspects of the Sawyer Seminar on “Imagining Latinidades: Articulations of National Belonging.” Prior, she was an Instructional Assistant Professor in the Women’s and Gender Studies Program and affiliate faculty in the Latin American and Latino Studies Program at Illinois State University.

Shearon Roberts is an associate professor of Mass Communication and affiliate faculty of African American and Diaspora Studies at Xavier University of Louisiana. She teaches courses in converged media, digital storytelling, broadcast production and Latin America and the Caribbean. She has published on Caribbean media today, particularly Haitian media, in peer-reviewed journals and as book chapters. She is the co-author of Oil and Water: Media Lessons from Hurricane Katrina and the Deepwater Horizon Disaster and she is a co-editor of HBO’s Treme and Post-Katrina Catharsis: The Mediated Rebirth of New Orleans. She currently directs
My Nola, My Story, a multimedia platform for the stories of people of color who have called New Orleans home. She has worked as a reporter covering Latin America and the Caribbean.

**CONTRIBUTIONS**

Laëtitia Saint-Loubert completed a PhD in Caribbean studies at the University of Warwick in 2018. She is a practising literary translator and is currently employed as an Early Career Researcher (ATER) by the Université de la Réunion (Indian Ocean), where she teaches translation and literature for the English department. Her research investigates Caribbean literatures in translation and focuses on transversal, non-vertical modes of circulation for Caribbean and Indian Ocean literatures. She is currently working on the manuscript of her first monograph, provisionally entitled *The Caribbean in Translation: Thresholds of Dislocation* (Peter Lang Oxford).

**CONTRIBUTIONS**

Jose R. Vazquez is an Associate professor senior teaching architecture and interior design, history of architecture and theory at Miami Dade College. He has curated several exhibitions focusing on Miami’s historic architecture for History Miami Museum. As co-recipient of a State of Florida Historic Resources Grant he developed instructional material for a community
education project on architecture and historical preservation. In 2018 he was awarded a Global Architecture History Teaching Collaborative (GAHTC) traveling fellowship funded by the Andrew Mellon Foundation to develop a teaching module on Puerto Rico’s architecture in the context of the Caribbean. Currently he is organizing The Miami Vernacular Project, a historic building survey, documenting historic shotgun houses in a Bahamian immigrant community located in Coconut Grove, Miami.

CONTRIBUTIONS

Keja Valens is Professor of English at Salem State University. She teaches and writes on Caribbean literature, queer theory, and food writing. Her recent books include Desire Between Women in Caribbean Literature (Palgrave-Macmillan, December 2013) and the co-edited Querying Consent: Beyond Permission and Refusal (Rutgers, 2018). She is currently working on a book project tentatively titled Recipes for National Culture: the Colonial and Decolonial work of Caribbean Cookbooks.

CONTRIBUTIONS

Erin Zavitz
is a Humanities teacher at the Bosque School in Albuquerque, NM. She holds a Ph.D. in History from the University of Florida where she specialized in nineteenth- and twentieth-century Haiti. Her research has appeared in edited books and *Atlantic Studies* and *Haitian History Journal*. She served as an editor for the scholarly blog *Age of Revolutions* and a member of the Oral History Association International Committee. Erin is a contributor to dLOC, including an Endangered Archives funded collaborative digitization project for 19th-century Haitian newspapers. She also has integrated Timeline JS and StorymapJS in her teaching at the university and high school level.

CONTRIBUTIONS
Appendix: Instructors and Staff

Co-Directors

**Laurie N. Taylor** is Chair of the Digital Partnerships & Strategies Department in UF’s Libraries. She provides leadership for digital partnerships between the Libraries and partners across the university, regionally, nationally, and internationally. She works closely with library colleagues to create and sustain supports for collaborations for building collections, community, and capacity, including for the Digital Library of the Caribbean (dLOC) and LibraryPress@UF. Her work is geared towards enabling a culture of radical collaboration that values and supports diversity, equity, and inclusivity. [Website](#) | [Twitter: @laurien](#)

![Laurie N. Taylor](image)

**CONTRIBUTIONS**

**Dr. Hélène Huet** is the European Studies Librarian at UF. She is the Chair of the Florida Digital Humanities Consortium (FLDH), a collective of institutions in Florida that seeks to promote an understanding of the humanities in light of digital technologies and research. She was recently elected on the Executive Council of Association internationale francophone des bibliothécaires et documentalistes (AIFBD) (The International Association of Francophone Librarians). She has published her work on Digital Humanities in several books chapters as well as in Digital Humanities Quarterly. She is the creator of two digital projects: [The WWI Diary of Albert Huet](#), and [Mapping Decadence](#). You can find her on Twitter, [@superHH](#).
Paul Ortiz is a first-generation college graduate. He is the director of the award-winning Samuel Proctor Oral History Program and associate professor of history at the University of Florida. Under his leadership, the Proctor Program has become one of the leading university-based social justice research centers in the country garnering three national academic awards in as many years. Paul was the president of the Oral History Association during the 2014-15 term and has served the OHA in many different capacities. Paul’s is the author of Emancipation Betrayed: The Hidden History of Black Organizing and White Violence in Florida from Reconstruction to the Bloody Election of 1920, and co-editor of Remembering Jim Crow: African Americans Tell About Life in the Segregated South which went into its 4th printing in 2015. He is the recipient of numerous book awards including the Lillian Smith Book Prize awarded by the Southern Regional Council and the Harry T. and Harriett V. Moore Book Prize. His most recent book is An African American and LatinX History of the United States.
Leah Rosenberg is associate professor of English at the University of Florida. She is the author of *Nationalism and the Formation of Caribbean Literature* and co-editor with J. Dillon Brown of *Beyond Windrush: Rethinking Postwar West Indian Literature*. She is co-chair of the dLOC advisory board.

**CONTRIBUTIONS**

Institute Faculty

**Miguel Asencio** is the Director of Digital Library of the Caribbean (dLOC) at Florida International University (FIU). He oversees a cooperative of more than 75 partners within the Caribbean and circum-Caribbean which provides users with access to Caribbean cultural, historical and research materials held in archives, libraries, and private collections which has received over 200 million views since 2006 ([http://www.dloc.com](http://www.dloc.com)). In 2011, he proposed the creation of a collaborative digitization lab at FIU, which was supported by grants and institutional awards in excess of $1 million in funding. He has an MS in Curriculum and Instruction: Learning Technologies from Florida International University and is currently pursuing a Ph.D. in Learning Technologies with an interest in digital resources and accessibility for education research using information and communications technology. Miguel is a frequent speaker on topics related to international collaborative projects, partnership development, community engagement, capacity building, digitization of archival and research materials, digital projects, workflow management, classroom technology implementation, collaborative digital resources platforms, and digital imaging quality control assessments and standards implementations.
Perry Collins is the Scholarly Communications Librarian at the University of Florida. In this role, she collaborates with faculty, staff, and students to navigate copyright in research and teaching, including rights issues in digital humanities and digital collections. Perry also co-leads the Libraries’ efforts to promote affordable access to course materials and is enthusiastic about the potential for digital and open pedagogies to enhance student learning while also reducing course costs. Before coming to UF, Perry directed the scholarly communications program at Ball State University in Indiana and worked for six years as a program officer at the National Endowment for the Humanities Office of Digital Humanities.
Sharon Wright Austin, PhD is Director of the African American Studies Program and Associate Professor of Political Science at UF. Her most recent book is, *The Caribbeanization of Black Politics: Race, Group Consciousness, and Political Participation in America* (SUNY 2018).

**CONTRIBUTIONS**

Bess de Farber serves as the University of Florida Libraries’ Grants Manager and held the same position at the University of Arizona Libraries. She has provided grantsmanship instruction to hundreds of library staff, nonprofit and academic professionals, artists, and university students in the past 30 years, and has led efforts to secure millions in grant funding for nonprofits and academic libraries. As a Certified Professional Facilitator through the International Association of Facilitators, de Farber created the CoLAB Planning Series® for initiating innovative collaborative partnerships. She is the author of *Collaborative Grant-Seeking: A Practical Guide for Librarians* (2016), and co-author of *Collaborating with Strangers: Facilitating Workshops in Libraries, Classes, and Nonprofits* (2017). De Farber holds a Master of Nonprofit Management from Florida Atlantic University and a Bachelor of Music from the University of Southern California.

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Schuyler Esprit, PhD is Program Officer at The University of the West Indies, Open Campus, and director of the Create Caribbean Research Institute at Dominica State College; scholar of Caribbean literature and cultural studies; and DH project and training leader at the K-12 and College levels, including linking US and Dominican students.

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**Crystal Felima, PhD** is the CLIR Postdoctoral Fellow in Caribbean Studies Data Curation at UF. She consults with researchers and scholars on emerging trends and best practices in DH, data curation, and e-scholarship in Caribbean Studies.

**Mirerza González-Vélez, PhD** is Associate Dean for Academic Affairs in the College of Humanities at the University of Puerto Rico, co-founder of *The Diaspora Project*, exploring migration, bilingual education, and communication in St. Croix, USVI, with oral histories and other materials presented with DH methods and tools.

**CONTRIBUTIONS**

**Margo Groenewoud, PhD** is assistant professor at the University of Curaçao Dr. Moises da Costa Gomez and researcher in the NWO project Traveling Caribbean Heritage (2018-2021). As social historian she specializes in the twentieth century Dutch Caribbean, with a particular interest in civil society, social justice, citizenship, cultural heritage, cultural identity, and the decolonization of education. She has been the driving force behind the development of the Dutch Caribbean Digital Platform and of building the open access Dutch Caribbean Heritage Collection within that platform. Within the Traveling Caribbean Heritage program, one of her research topics is the future of Digital Humanities in the Dutch Caribbean.
**CONTRIBUTIONS**

**Melissa Jerome, MS** is Project Manager of the US Caribbean & Ethnic Florida Digital Newspaper Project, responsible for overall project management, including overseeing outreach and publicity efforts for the public and specifically for teachers and classes.

**Debbie McCollin, PhD** is Lecturer in the History Department at The University of the West Indies, St. Augustine, Trinidad and Tobago. She has taught a Digital History course since 2012. Her most recent co-edited publications is *World War II and the Caribbean* (UWI Press 2017).
Mary Risner, EdD develops and manages initiatives that integrate area studies across the curriculum. She has taught various K–16 levels and corporate environments. Her research focuses on emerging technologies for intercultural competence and foreign language skills for the workplace.

Nadjah Ríos Villarini is Assistant Professor of French received her doctorate and master’s in Linguistic Anthropology from the University of Texas at Austin. Currently she works as a full professor at the University of Puerto Rico, College of General Studies. Vieques manos al arriba! [Vieques hands up!] is her recent short film that explores the musical traditions of calypso and steel drums in the island municipality of Vieques. The documentary is based on ethnographic interviews with musicians, singers, and bandleaders of Calypso, who trace hypotheses about the arrival of this music to Vieques. She has documented carnivals in Puerto Rico and the US Virgin Islands. More recently, she is working with the digital platform Caribbean Diaspora: Panorama of Carnival Practices. This projects is an initiative to document, preserve and provide access to primary and secondary sources related to human mobility and carnival dynamics in the Caribbean.
Hadassah St. Hubert, PhD is currently the CLIR Postdoctoral Fellow in Data Curation for Latin American and Caribbean Studies with the Digital Library of the Caribbean (dLOC) at Florida International University. She received Ph.D. in History from the University of Miami and her dissertation, Visions of a Modern Nation: Haiti at the World's fairs, focuses on Haiti’s participation in World’s Fairs and Expositions in the twentieth century. Hadassah served as the Assistant Editor for Haiti: An Island Luminous, a digital humanities site dedicated entirely to Haitian history and Haitian studies. An Island Luminous pairs books, manuscripts, newspapers, and photos digitized by libraries and archives in Haiti and the United States with commentary by more than 100 authors at 75 universities around the world. As a Postdoctoral Fellow with dLOC, she leads programming and digitization efforts in collaboration with dLOC’s partners, such as Diaspora Vibe Cultural Arts Incubator (DVCAI) and L’Institut de Sauvegarde du Patrimoine National (ISPAN) in Haiti. In this cooperative project, she also provides training and expert technical assistance to DVCAI and ISPAN in its digitization efforts. She is the liaison and historian for DVCAI’s Institute of Museum and Library Services (IMLS) grant for African American History and Culture.

Margarita Vargas-Betancourt, PhD is UF’s Latin American & Caribbean Special Collections Librarian, LACCHA’s award-winning webinar series co-organizer, archivist collaborator on Caribbean DH courses, and Director of an ARL Fellow for Digital & Inclusive Excellence.

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Alex Gil, PhD is the Digital Scholarship Librarian at Columbia University Libraries. He collaborates with faculty, students and library professionals leveraging computational and network technologies in humanities research, pedagogy and knowledge production. He
coordinates the Butler Library Studio at Columbia University, a tech-light library innovation space focused on digital scholarship and pedagogy; co-founder and moderator of Columbia’s Group for Experimental Methods in the Humanities, a vibrant trans-disciplinary research cluster focused on experimental humanities; senior editor of sx archipelagos, a journal of Caribbean Digital Studies, and co-wrangler of The Caribbean Digital conference series. He is also founder and former chair of Global Outlook::Digital Humanities.

Active digital projects include Ed, a digital platform for minimal editions of literary texts, and Wax for minimal exhibits of cultural artifacts; In The Same Boats, a visualization of trans-Atlantic intersections of black intellectuals in the 20th century; and most recently, the nimble tent interventions Torn Apart/Separados and Covid Maker Response.

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Natasha Joseph is a graduate student studying Tropical Conservation and Development and an instructor of Haitian Creole at the University of Florida (UF). She is also obtaining certifications in Gender and Development as well as Sustainable Development Practices. She previously received her Bachelor’s of Science from UF in Agricultural Engineering specializing in biosystems. As a Haitian scholar, her research is deeply personal. Natasha seeks to understand, and eventually help to rectify, how and why the infrastructure of Haiti cannot withstand natural hazards that become full blown disasters. She is currently working on her thesis “Lè Fanm Andeyò Travay: A Micro-Level Analysis of Agro-Sustainability Practices of Rural Women Heads of Households in Northern Haiti” which centers rural women and their agricultural practices. It is her hope to expound on this research utilizing the Asset Based Community Development (ABCD) methodology that will allow Haitian farmers to improve their soil quality and counter deforestation using the assets available to them in their community.

CONTRIBUTIONS

Graduate Student Interns

Brittany Mistretta is a PhD candidate at the University of Florida and Florida Museum of Natural History (FLMNH), specializing in archaeology and working towards certificates in Museum Studies and Digital Humanities. In 2019, she was awarded the FLMNH Bullen Award for Student Excellence in Circum-Caribbean Anthropology Research.

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Appendix: OER Site Credits & Rights

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