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Abstract:	This final performance report focuses on the major activities and accomplishments of "Early Modern Digital Agendas," a three-week institute hosted at the Folger Institute of the Folger Shakespeare Library in July 2013. It describes the expanded audiences, the results of summative evaluations, the continuation of the project, and the ongoing impact through grant products.

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Project Activities

Overview

For three weeks in July 2013, "Early Modern Digital Agendas" (EMDA) created a forum for digital humanists at the Folger Institute, a center for advanced study and research in the humanities at the Folger Shakespeare Library in Washington, DC. Under the direction of **Jonathan Hope**, Professor of Literary Linguistics at the University of Strathclyde, it afforded twenty faculty, non-faculty professionals, and advanced graduate student participants the opportunity to historicize, theorize, and critically evaluate current and future digital approaches to early modern literary studies. Topics ranged from the affordances of Early English Books Online-Text Creation Partnership (EEBO-TCP) to advanced corpus linguistics, semantic searching, and visualization theory. With the guidance and support of expert visiting faculty, participants paid attention to the ways new technologies can shape the nature of early modern research and the means by which scholars will interpret texts, teach their students, and present their findings to other scholars.

The three weeks of intensive and high-level learning and reflection were designed to move participants from the practical to the critical to the theoretical. Along this continuum, relevant questions were posed and provisionally answered: what specific questions can be asked with digital humanities techniques? How consequential are the answers? What do productive collaborations between humanists and technologists look like and how can they be initiated or sustained? What unique questions do early modernists bring to the table in the DH community? How are these questions being answered now, and how might they be answered in the future? How does what scholars *can* do affect what they *do* do? What happens to the objects of study in digitally based research? What is the philosophical basis for the claims DH scholars seek to make about their objects of study?

EMDA took seriously early modern literary scholars' need to take stock of the state of the Digital Humanities (DH) field. To foster new questions and new answers, EMDA did not seek only senior scholars, or only computer programmers, or only digital makers. We looked for and convened as mixed a group of thinkers, makers, and doers as possible. They represented traditional fields of inquiry like English and history while also including information specialists, including librarians; advanced encoders; and data specialists. From this assembly, EMDA built a community that continues to engage with each other to this day.

Description of Activities

Folger Institute staff made every effort to communicate the programmatic shape of EMDA in advance to prospective applicants. Offering the full curriculum and goals of the EMDA institute is one way in which the Folger Institute facilitates cross-disciplinary discussion and ensures that scholars and other specialists understand what we believe to be the most interesting conversations. We seem to have largely accomplished this goal through a simple WordPress site that began as our promotional site about five months before the application deadline. See **Appendix A** for a screen capture of its landing page. The Institute posted a description of the program drawn from the original proposal. The promotional materials also contained a "Dear Colleague" letter from the Institute's Director and the Administrative Project Director; a list of the visiting faculty linked to their individual departmental homepages; and a detailed schedule. This site continued as our organizational site before, during, and immediately after the institute. It was supplemented by two distinct listservs devoted to visiting faculty and participants, respectively.

From 8 to 26 July 2013, the institute normally met from 9:30 a.m. to 4:30 p.m. Each day consisted of a two-hour morning session before a ninety-minute lunch break that was followed by a three-hour afternoon session. The daily Folger tea provided the afternoon session with a half-hour break. Throughout the institute, a few open slots were devoted to "lab time" so that participants could develop their own

projects, complete hands-on exercises, and receive individualized guidance from visiting faculty as needed. This design enabled more experienced participants to follow their digital interests with the guidance of the visiting faculty and their new colleagues. Weekly evening social events also allowed for conversations to continue and community to build outside the formal sessions. These modest sessions were not, of course, sufficient to meet the participants' enormous range of interests and the variety of possible directions to which they were exposed. Links to digital exemplars and downloadable software were made available in advance before visiting faculty led lively discussions of assigned and pre-circulated readings and demonstrated their own tools and approaches.

The first week focused on the digital corpus for early modernists. It provided an historical and theoretical overview of the ways scholars have used and interacted with technology and opened up practical exploration of tools currently considered essential by most early modern literary scholars guided by **Jonathan Sawday** (St. Louis University) and **Wendy Hui Kyong Chun** (Brown University). Essential questions included how the advanced capabilities derived from DH are framing new kinds of inquiry that transform the user of technology and why networks and other conceptual mapping schema have been awarded such explanatory power. This theoretical turn was grounded with two days of close work with the current state of the field for early modern textual scholars (Digital Books, Digital Pictures, and Digital Words), all referencing the most ubiquitous tool for early modern DH, Early English Books Online, as encoded by the Text Creation Partnership (EEBO-TCP). Its affordances and shortcomings were presented at length, and participants were given the opportunity to compare digital surrogates with actual Folger Library copies. This extensive work was led by **Ian Gadd** with the support of two Folger Shakespeare Library specialists, **Goran Proot** (the Folger's former Curator of Printed Books) and **Deborah J. Leslie** (Senior English Cataloguer). The week concluded with a look at the ways that advanced corpus linguistics is emerging with the recognized leader of the field, **Mark Davies**. He addressed the ways mega-corpora can be harnessed to answer new types of questions: word and phrase searching across time; part of speech and lemma searches; comparisons of the English language's word-stock in contrasting time periods; and instances of unexpected collocates.

The second week looked at ways scholars are extending the printed corpus through advanced editing, manuscript crowd-sourcing and encoding, and digitization. The early part of the week was shared among **Julia Flanders** (now at Northeastern University), **Alan Galey** (University of Toronto), and **Heather Wolfe** (Folger Curator of Manuscripts) who presented various digital curation techniques. The different communities and use cases for the extended corpus emerged as a fundamental question. Toward the end of the week, related presentations on projects that are based on eXtensible Markup Language (XML) and Text Encoding Initiative (TEI) naturally flowed into discussions of best practices for organizing various kinds of digital projects. Invited directors of large-scale initiatives—**Gabriel Egan**, **Eric Johnson** (Folger's Mellon Director of Digital Access), **Martin Mueller** (Northwestern University), **Katherine Rowe** (now at Smith College), and **Michael Witmore** (Director, Folger Shakespeare Library)—cautioned about possible pitfalls and shared advice about seeking funding, managing workflows, and ensuring sustainability for projects of every scale.

The third week moved toward transformative analytical approaches to the early modern corpus. It focused primarily on an investigation into the historical shifts of semantic meaning made available through the *Historical Thesaurus of the Oxford English Dictionary*. It took a more theoretical turn to consider visualization, topic modeling, and semantic searching (through the proprietary tool DocuScope and resources outlined by **Marc Alexander** (University of Glasgow) available through the *Historical Thesaurus of the Oxford English Dictionary*, especially). The semantic arrangement of information about words and texts lends itself to techniques of displaying and clustering data visually, and the institute's formal sessions concluded with discussion of the appropriateness of visualizations for different types of data. The week concluded with two days of participant presentations concerning the ways their current projects had changed with insights gained during the preceding three weeks. During these culminating

sessions, the participants responded to the themes of the institute and laid out plans and issues for their future research. They discussed what they had learned, speculated on what needs to be done or made available to researchers in the field, and described what they have been inspired to investigate further.

Key Personnel Changes

There were several key project personnel changes from the program described in the initial proposal. One member of the visiting faculty, **Mark Davies**, Brigham Young University, was invited to deliver a presentation abroad during his originally scheduled visit during the third week. Accommodating his request allowed us to put him in conversation with **Ian Gadd**, Bath Spa University, the visiting faculty expert on Early English Books Online (EEBO) when he was in residence. Two of the originally scheduled visiting faculty members were unable to attend. After consulting with ODH staff, Professor Hope invited **Gabriel Egan**, De Montfort University (Leicester, UK), to discuss digital project collaboration with the participants during the second week. Professor Egan researches the early editions of Shakespeare with the aid of software. He is also Principal Investigator of the Shakespearean London Theatres project, which uses digital technology to help tourists discover and learn about the sites connected to theatre in London between 1567 and 1642.

Also joining the sessions describing digital projects and their management was the Folger's Mellon Director of Digital Access, **Eric Johnson**, creator of Open Source Shakespeare and the head of the Digital Media and Publications division, under which Folger Digital Texts (FDT) is housed. While it was unclear at the time of the proposal that FDT would be ready to showcase in July 2013, the dedication of its technical team, **Rebecca Niles** and **Michael Poston**, ensured that twelve texts were released in December 2012. During the second week of the institute, they were invited to speak about the decisions they made in producing the open XML repository based on the Folger Shakespeare Library Editions. Their highly articulate indexing system gives unique identifiers to every word, space, and piece of punctuation. The powerful encoding infrastructure of the Folger Digital Texts provides the basis for developing sophisticated digital tools for Shakespeare research. Their contributions were welcome, especially among participants who have struggled with encoding projects involving XML and early modern writing.

Accomplishments

Institute Objectives

Many scholars of early modern literature recognize that the field cannot return to a point before digital technologies were introduced; they need to acquire digital literacy to understand the arguments and discoveries other scholars are making. As they work from print and manuscript to text to data, early modernists have at hand a robust set of digital tools to meet period-specific challenges and limitations. EMDA offered twenty participants an expansively defined training institute and summit that instilled a working knowledge of the methods and models that are currently broadening the interpretive horizons of early modern studies. Participants were as eager for a fresh and thorough analysis of the rationale, limits, and implicit agendas of the available digital tools as they were to learn about specific developments in emerging DH fields.

Participants sought and received opportunities to work with specialists who could advise them about conceiving, designing, and realizing their own digital projects. This institute offered a series of hands-on interactions with the most advanced digital tools, resources, and methodologies available in the midst of the largest collection of early English texts in North America. It selected a diverse group of early modern literary scholars at different stages of their academic careers, and with different levels of expertise in DH, to analyze and present their research and to evaluate the research of others.

Institute Accomplishments

Throughout the institute, attention was paid to the ways new technologies and digital tools are shaping the very nature of early modern research and the means by which scholars teach their students and present their findings to other scholars. Professor Hope assembled a learned and influential faculty for the program, and the three-week institute featured their overlapping visits. Because these experts have successfully produced born-digital editions, corpora, and other computationally advanced projects, their presentations mixed familiar resources currently available for early modern research (EEBO-TCP, TEI) with advanced and emerging digital tools and projects (DocuScope, Treemap). While some visiting faculty's presentations considered the larger theoretical underpinnings of DH, others focused on practical issues concerning the analysis and interpretation of digitally produced and manipulated data.

This interdisciplinary evaluation of goals, materials, and methodologies increases the likelihood that future digital projects will be expertly conceived and answer the needs of such scholars and their students, the rising generation of digital humanists. Perhaps the most fulfilling accomplishment, however, is the sense of community we were able to build in three short weeks. Many of the participants now consider the annual meetings of the Modern Language Association, the Renaissance Society of America, and the Shakespeare Association of America as EMDA reunions.

Audiences

EMDA was offered in part to convene scholars already at work with various DH projects and to ensure that they were able to pass on their discoveries to a broader swath of early modernists in terms that the larger audience would readily understand. DH work in the early modern period is robust, but the number of advanced practitioners is relatively modest when compared with scholars in later historical periods who are working on "distant reading" and advanced network analysis with much larger datasets and corpora. It was a challenge to borrow from their methods and tools while focusing on data from an earlier historical period.

During the institute, the most active channel was Twitter. Live tweeting was a regular feature of every session; supplementing the tweets of EMDA's Technical Assistant, **Heather Froehlich**, with the official Twitter handle, @EMDigAgendas, participants tweeted an average of over 200 tweets per meeting day. Many of them linked to digital projects, scholarly articles, or other resources or approaches that were suggested by that day's presentation or discussion. These tweets provided those not able to attend EMDA some sense of the intellectual and practical discoveries that participants were making. The tweets have been archived for posterity.

Beyond the twenty participants and dozen faculty, the Folger did not experience an increase in physical visitors through this institute. The interim WordPress site and the more lasting digital presence on Folgerpedia ensure that EMDA has reached well beyond the group gathered for three weeks at the Folger Shakespeare Library. Articles produced by members of the institute will continue to introduce early modern scholars to the best sources for period-specific DH approaches. (See the section on "Grant Products" below for more information.) In the eight months since the site went live, over 500 visitors have viewed the page that host the participants' articles. Unique page views for the seven articles they created currently total 738, which indicates that viewers are reaching these articles independently of the EMDA landing page. Also, Alabama Public Television, a television studio associated with the Folger Library, created four three-minute, "lightning round" videos for participants who were interested. Total views have exceeded 300.

In addition to the virtual outreach performed by these participants and the visiting faculty, they are also active conference presenters. They regularly invite each other to participate on workshop panels around the globe, collaborate on projects, and advise on digital initiatives. They enjoy prestigious fellowships,

co-author books and articles, hire DH staff for their projects, and organize major conferences. For a partial listing of the news these participants have shared, please visit "Early Modern Digital Agendas News."

Evaluation

While some aspects of "Early Modern Digital Agendas" were experimental for the Folger Institute, it was typical among our scholarly offerings in that it located an excellent director and provided him or her with the tools to organize and implement the program in line with ambitious goals. Selecting the most engaged participants and the most generous visiting faculty available is always a goal. We pay attention to the logistics so that our guest scholars may focus on the work at hand. Our aim was to help set the agendas for early modern digital humanities, and we are proud that our organization and implementation has contributed to extending the conversation in what is, for early modernists, an emergent and burgeoning field.

At the institute's conclusion, participants evaluated the program using an evaluation form that protected their anonymity. Program-specific questions were devised with advice from NEH staff to evaluate the program as a whole as well as the quality of the visiting faculty and the usefulness or applicability of the software packages and digital examples they presented or demonstrated for early modern scholarship. The Folger Institute also sought and received recommendations for future programming. (The complete evaluations are included in **Appendix F**.)

Institute Strengths

Overall, the evaluations were extremely positive. Many featured comments like this one: "I was extraordinarily impressed by the EMDA institute across the board, from the caliber of the participants to the savviness of the organizational scheme. The level of discussion was higher, sharper, and more consistently insightful than just about any other conference or seminar I have known. This was all the more impressive given the durée of the endeavor—folks remained engaged, focused and energetic throughout the three weeks." In their evaluations, participants indicated a number of program strengths. These included the project's director, the organizational scheme, the visiting faculty, the host institution, and each other.

Project Director

We at the Folger Institute have discovered that the selection of the right program director is a necessary condition for a successful institute. It is essential to have a scholar or scholars who can create the atmosphere for a successful scholarly gathering, regardless of the topic, format, program duration, or goal. With a welcoming and confident director, participants feel motivated to learn, visiting faculty recognize that they are speaking to a company of peers, and the crucial work of discovery is facilitated. In inviting **Jonathan Hope** to guide this innovative exploration, we surpassed our hopes. One participant described how his "expertise, intelligence, and commitment to thoughtful discussion . . . did much to shape participants' experiences in subtle yet profound terms. Not only did his deep adherence to intellectual views . . . provide solid reference points for inquiry, but his desire to engage all participants in the discussion was also evident over the three weeks. . . . [A] sense of energy and possibility remained tangible within the group, and Professor Hope's understated yet strong leadership did much to achieve this end." His was a quiet and steadying presence that created a supportive environment for sustained exploration of complicated materials with participants representing very different backgrounds and levels of expertise.

A leading topic modeling specialist in his own right, Professor Hope combined a mastery of the broad field with a generosity of spirit that enabled discussions to evolve over the course of three weeks as

participants were introduced to new visitors and new digital tools. As one participant observed, “I think Jonathan Hope did a great job. In many ways any group like this is going to be hopelessly diverse, so the fact that our discussions were productive and interesting is a credit to his efforts when it came to selecting participants and setting the agenda.” Another participant said that Professor Hope “was terrific. He made a lot of space for us to proceed through fantastic interactive discussions, and when he contributed, he was provocative (“there are no words”?), interesting, knowledgeable, and inspiring.” As in this case, a director does not need to dominate the discussion to create the conditions for its success.

Organizational Scheme

The institute’s organizational scheme also drew praise from the participants. As one noted, “The documentation provided before the program began was well-organized and useful to frame my approach before arrival. The high level of contact meant that I was never confused about program details like location or schedule.” Over the course of the institute, the expected mode of expert visiting faculty presenting on aspects of digital humanities and then moderating discussion was punctuated at least once a week by small groups of five members each established on the first day. Small group settings allowed participants to explore a variety of tools in more depth and to discuss topics at greater length than might be afforded in the full group sessions. The small group work was welcomed by some who were hesitant to expose their ignorance of an unfamiliar topic or approach in the larger sessions (and with the range of tools presented, no one was familiar with them all). While some of the participants wanted additional small group sessions, all appreciated the advantages offered by the full group discussion: “In general I think it was a good idea to place the emphasis on the large group—the level of intellectual energy in that setting was extremely unique; that’s where we did our most productive and wide-ranging methodological thinking; and Jonathan was right (in my view) to take full advantage of that large-scale, unique discussion, which really allowed for the most ambitious agenda-setting style of thought.” The wide-ranging “agenda-setting” that took place in the full sessions through collective engagement with faculty presentations was furthered, of course, by the fact that the participants truly valued each other’s contributions. Most of our large-scale summer programming alternates between the large session and time set aside for individual research in the Folger Reading Room, so this collaborative small group idea was a welcome experiment.

Visiting Faculty

The world of early modern digital humanities is still relatively modest in size. Most of the participants knew at least one of the visiting presenters at least casually, and some enjoyed professional connections which also contributed to the congenial atmosphere. If personal introductions were ever needed, many were ready to offer them, whether at impromptu lunches or at the weekly receptions scheduled to ensure that the visiting faculty could attend.

The visiting faculty for a multi-week institute always plays a crucial contributing role. While they were all of uniformly high quality, their topics led some visitors to present narrated demonstrations while others unveiled tools and then worked through them with the participants in the small group sessions before returning to the full session to compare notes. This variety was welcomed by the participants. The visiting faculty also excelled in guiding the conversation over extremely complex and sometimes unfamiliar ground. As one participant noted, “As the Institute progressed, not only were all continually encouraged to contribute, but those leading the discussions took particular care to elicit comments from the few preferring by temperament to remain silent. Such continual care on the director’s and the visiting faculty’s part resulted in the airing of distinctly differing, mutually informing perspectives, in ways informing and enriching the experience.” In their fostering of active discussion, the visitors were largely following the lead of the director. There were few silences during the three weeks, and these were invariably thoughtful ones.

From the beginning, the invitations extended to the visiting faculty were liberal; while the institute was designed to build from topic to topic, if their July schedules allowed, a visitor could extend his or her stay to participate in additional sessions in a supporting role. Several accepted the offer, to the conversation's great advantage: "I was really impressed with the number of terrific visiting faculty who were able to attend, both in their formal presentations to us and in their continued presence in our sessions—this goes for the terrific staff of the Folger as well." Evaluations provide a number of positive phrases describing the visitors: they were "inspirational and invaluable" and "provided top-level expertise over an astonishing range of topics." But the adjective most often associated with the visiting faculty was generosity, as in this response: "The generosity of all faculty in sharing time, energy and insight was also evident in their willingness to discuss participants' individual ideas over lunchtime sessions. My own digital work has already been aided immeasurably by several of these conversations, in ways continuing to reveal themselves since that time. This generosity also distinguished the Institute among programs in which I have participated." Such faculty generosity is not unusual among Folger Institute programs, but it again underscores Professor Hope's ability to select a group of top scholars and practitioners who were more than willing to share their expertise with an eager and engaged audience.

Folger as Host Institution

As for the Folger as a host institution, it is clear from the evaluations that we were able to rely upon our collective experience of organizing complex programming to produce an intellectually satisfying and effective workspace for participants and visiting faculty to share ideas. As one response remarked, "The Folger was highly accommodating and fostered a welcoming academic environment. I was extremely impressed with their hospitality and trust, and the meeting space worked well for us." Another said, "Particularly for bringing scholarly worlds together and advancing new frontiers of inquiry, one could not ask for a stronger or more appropriate environment."

In supporting the institute, we tried to anticipate our participants' needs while remaining as flexible as possible. "The Folger was the ideal place to hold a seminar of this kind. In addition to its rich physical resources, it is also positioned to become a leader in digital early modern research, especially with Michael Witmore as director. We were able to take advantage of the Folger's in-house expertise (Folger Digital Text programmers, Heather Wolfe on manuscripts, Witmore himself) to complement the slate of impressive experts brought in from other places." Our prominence in fostering high-level scholarship among early modernists more generally suggests that we may be, as one evaluation argued, "the right place to have this kind of a conversation as the field of early modern scholarship turns toward digital modes and methods."

The Institute's Participants

EMDA brought together an impressive and knowledgeable group of scholars and practitioners from a variety of campus settings. See **Appendix D** for the participant list. Their digitally and generically diverse research projects drew from the breadth of the best work currently being done in digital humanities and took great advantage of the strengths of the visiting faculty. Several evaluations recognized the advantage of this range. As one said of his or her colleagues, "Please allow me to reiterate the profound degree to which I have been inspired by their intelligence, daily energy, and ever-witty terms of engagement. It is difficult to conceive of ways three weeks might exercise such a revolutionary effect upon one's own scholarly perspective. While our variety of views might bespeak difference, participants' articulate sharing, and charitable responsiveness, allowed the group to cohere as a unique whole, one many aspire to maintain. To the degree my own project succeeds, it will remain profoundly in their debt, and I am truly grateful for all that has already transpired to this end."

During the selection process, the reviewers were very conscious of the need to admit participants with a range of academic ranks, skill sets, and research projects in the hopes that this variety would introduce

useful perspectives to keep the conversation lively and engaging. While every effort was made to identify participants who would represent a number of approaches and technical skills, what could not really be predicted was the extent to which the members of the community would take to each other. As one evaluation explained, "I was impressed with the range of participants selected for EMDA. As a graduate student, I was a bit surprised to be chosen, actually, but I think I made a contribution to the group. The range of participants . . . helped to create a communal atmosphere of inquiry." The participants embraced the institute as the experiment in resource sharing it was and generously contributed to an individual discussion as their experience, expertise, and knowledge allowed.

Institute Weaknesses and Solutions

Few weaknesses were mentioned by the participants in their evaluations. One that surfaced several times was that off-site housing at a local university was expensive and did not meet the standards we expected and had negotiated. Fortunately, our summer intern, **Julie Dreyfuss**, a recent college graduate whose salary, benefits, and housing were cost-shared by the Folger Institute, joined the eight participants who elected to live on that campus. Many praised her diligence in solving the issues these participants faced. Our solution for the future is to continue the practice of housing a member of the Folger team with the participants. While it is an expense, there is no substitute for having an onsite problem solver. We have also located another university that offers summer housing and have contracted with them for the upcoming institute in June 2015.

Some participants asked for more time to experiment with the various tools that visiting faculty were demonstrating. While the 2013 institute was not designed for extensive "play," the upcoming iteration in June 2015 does encourage participants to bring their own data and, as often as is practical, process that data for analysis with the tools the visiting faculty introduce.

Continuation of the Project

With the agreement of the NEH, we reallocated a modest remainder of the EMDA budget towards a workshop in May 2014 that returned fifteen of the original participants to the Folger to discuss their current aims and to strategize ways to further their knowledge of developments in the field. At this "working reunion," the participants suggested promising directions that the Folger might facilitate for themselves and their colleagues. This workshop was so successful that one was written into the EMDA2015 proposal. See the section on "Grant Products" for more information on what they produced, **Appendix G** for the workshop's schedule, and the October 2014 Semi-Annual report for more details about the workshop itself.

With digital humanities, collaboration is rising to the fore as a necessary element in scholarship. Projects like Early Modern Digital Agendas introduce early modern literary scholars to the expert visiting faculty—historians of technology, information catalogers and retrievers, computing specialists, linguists, literary historians, visualization theorists, and statisticians—who can best advise them on ways to implement their digital projects.

At the Folger, we have been able to leverage the faculty and participants in partnerships for two major initiatives: A Digital Anthology of Early English Drama (NEH funding pending), a corpus of printed non-Shakespearean drama; and Early Modern Manuscripts Online (EMMO), an IMLS-funded project with Heather Wolfe as its Project Director. Through EMDA and by fostering initiatives like Digital Anthologies and EMMO, the Folger has emerged as a stakeholder in the latest instantiation of knowledge production and dissemination. Now that we have established the "brand," the impact of "Early Modern Digital Agendas" has reached well beyond the dedicated community of scholars gathered for three short weeks at the Folger Shakespeare Library in the summer of 2013. They and we are continuing to discover and work with new ways for technology to shape the very nature of early modern research and the means

by which scholars interpret texts and present these discoveries. Perhaps most importantly, they are opening up the horizons of the types of questions that scholars may ask, and provisionally, answer.

Suggestions moving forward

In the participants' evaluations, in discussions at a Folger Institute Consortium Executive Committee in the fall of 2013, and at the May 2014 workshop, it has been suggested that the Folger Institute might sponsor introductory digital workshops focusing on pedagogy, including digital editorial work, resource curation, and digital imaging and encoding. It has also been recommended that the Institute look for ways to incorporate digital humanities into topical early modern seminars whenever possible, and to foster conversations between digital humanities tool builders and scholars that expand the uses of already-built digital resources. Support is very strong for forums like EMDA that open up research spaces or materials while putting scholars in conversation with each other.

During the May 2014 reunion workshop, Dr. **Sarah Werner**, the Folger Digital Media Strategist, led a discussion of the ways that the Folger can provide the resources, both materials and intellectual, to create and sustain innovative ideas in early modern digital humanities. Dr. Werner pointed out some of these resources, like high-quality, high-resolution images of early modern texts and detailed material-related metadata, which under their Creative Commons' licenses could be borrowed and repurposed for multiple audiences. She indicated the structures and infrastructures which the Folger has committed to building and maintaining for scholars like the EMDA participants. When **Eric Johnson**, the Folger's Director of Digital Access, and Dr. **Kathleen Lynch**, the Folger Institute's Executive Director, joined the discussion, participants supplied additional ideas for the Folger to consider; these included specific projects to co-host, laboratories and programs to design, and innovative fellowships to support. Such feedback is crucial for the Folger staff to ensure that we are offering our partners the support structures that are difficult for early modern scholars to find elsewhere.

Grant Products

After brainstorming with the participants about grant products that would be useful for others, we agreed that a flexible medium would be most likely to produce a lasting contribution to the field. We decided on wikis rather than underwriting a multi-level website that would be in constant need of updating. The Folger developed a private platform for invited contributors to collaborate on DH-oriented articles that may or may not eventually be migrated to Folgerpedia, the Folger Shakespeare Library's collaboratively-edited (but expert-sourced) encyclopedia of all things "Folger." Participants developed these topics at the two-day EMDA workshop we hosted in May.

Following the workshop, participants continued to work on Folgerpedia articles through the summer. In mid-August, Administrative Project Director **Owen Williams** began encouraging participants to make their final contributions to the articles. He announced that he would work with the Dr. **Meaghan J. Brown**, the CLIR-DLF Fellow for Data Curation in Early Modern Studies at the Folger Institute, to prepare the most polished of these for migration to Folgerpedia. The first phase of migration was completed in mid-September. It included a list of digital drama edition projects, a glossary of DH terms, a list of digital tools for textual analysis, and an extensive bibliography of DH readings. We also linked to the participants' blog posts and other media recounting the experience. A month later, two articles were added that emerged from **Ian Gadd**'s presentation during the first week of EMDA: the "History of Early English Books Online" and "Using Early English Books Online." See **Appendix H** for a screen capture of the Folgerpedia site.

As EMDA's most visible output, these wiki articles share participants' knowledge of digital tools, readings, and methodologies that they explored during the three weeks of the institute and in the subsequent fifteen months. By offering these resources freely through Folgerpedia, the Folger continues

to solidify its position as a significant portal to the latest instantiation of knowledge production, transfer, and dissemination involving early modern digital humanities. We are proud to feature a variety of articles that advance understanding for novices and advanced users alike.

EMDA has also contributed directly to the Folger Institute's scholarly programming. A senior faculty participant, **Lynne Magnusson**, is the organizer of an April 2015 Folger Institute symposium devoted to "Shakespeare's Language." With the knowledge of digital approaches she gained and through the contacts she made during EMDA, she has seeded the symposium's program with DH practitioners, many of whom are connected with EMDA faculty or participants or whom she met at subsequent events to which she was invited by fellow EMDA participants. See **Appendix I** for a copy of the schedule.

EMDA Project Director **Jonathan Hope** and Folger Director **Michael Witmore** will contribute to a session on "Distant Reading, Computational Approaches." They will feature the questions that are emerging from work with large corpora as a result of innovative techniques, technologies, and approaches. Professor **Daniel Shore**, yet another EMDA participant, will present on the ways computational stylistics inform our understanding of words, figures, and syntactic forms. Participant **Brett Hirsch** and EMDA faculty member **Martin Mueller** have been invited to a break-out session within the symposium devoted to exploring digital tools (Voyant, WordHoard, CQPweb, and others). Both Hirsch and visiting faculty member **Alan Galey** enjoy fellowships at the Folger Shakespeare Library in 2014-2015.

As the symposium program confirms, it has been important to Professor Magnusson and to the Folger Institute that advanced digital analysis is presented alongside what some might consider more traditional fields and approaches: language arts in early modern pedagogical contexts, variation and change in the history of language, discourse analysis and social interaction, and others. By continuing to introduce those familiar with digital approaches to those with a deep knowledge of the sustaining question in the humanities, the Folger expects to foster a dedicated community of scholars who are setting the agendas for early modern DH and to remain at the vital center of digital agendas involving early modern literature and culture.

Long-term Impact

In recent years, scholars at all stages of their careers have asked the Folger Institute for advice on how one engages with the digital analysis of literature and the most effective ways to communicate their discoveries to colleagues and students. From its inception, the Folger Institute's goal for "Early Modern Digital Agendas" (EMDA) has been to support an active and sustained afterlife to guide those who are starting their engagement with digital humanities or who hope to advance their current knowledge and expertise. As we see in which directions early modern DH develops, we are now better positioned to contribute to the conversation.

With the July 2013 EMDA institute, our aim was to bring together a diverse community of DH (or DH-curious) scholars with a range of expertise and at all stages of their careers. We were largely successful. This very diversity, however, has made it sometimes difficult to sustain their continued participation. It has been challenging to engage this energetic community as other interests capture their attention. They are finishing their dissertations, monographs, or other major writing projects; serving on large-scale project teams; and putting what they learned to use as new hires in a variety of professional settings. As initially hoped, however, there is a core cohort of participants that has been eager to foster each other's work and to make public the discoveries that were made during the initial institute through presentations and other modes of dissemination.

The Folger Institute plans to take lessons learned from the 2013 EMDA institute to heart during "Early Modern Digital Agendas: Advanced Topics," the more focused and sustained exploration that will be offered in June 2015. Taking advantage of EEBO-TCP's Phase 1 release in January, EMDA2015 has built in more time for application and experimentation with the DH tools to which its participants would be introduced by an expert visiting faculty. As proposed, the first week will be devoted to the creation, management, and curation of data, and the second will explain how to analyze that data statistically, linguistically, and visually. In the third week, participants will consider the implications of digital and at-scale research for the field of literary studies. The same Folgerpedia platform that showcases the findings of EMDA has served as the promotional site for EMDA2015; it has received over 2,500 visitors since it went live in early January 2015.

The EMDA2015 Project Directors have already begun discussing how to facilitate the participants' collaborative projects. In the coming months, we will be considering more sophisticated platforms that will better serve the participants during the institute and that will display their more sophisticated products. In projects stemming from the more advanced institute, we will expect and design for less formal collaboration among the participants and be ready to facilitate it when it occurs. A more advanced community of users may be better able to think of ways that they can mutually enhance their discoveries of data analysis, and we recognize that we will need to provide for new ways for them to present these discoveries.

General Advice

Before the program

- Assemble a project team with strengths in both logistics and technical expertise who can solve problems collaboratively
- Ensure that a welcoming and intellectually generous director invites colleagues who are ready to share their knowledge in engaging and collegial ways
- Select participants who play well with others

During the program

- Schedule social interactions as often as possible; the more comfortable participants feel working with each other, the better your outcomes will be
- Anticipate needs as much as possible, and be flexible in meeting new requests; they may point to new directions that your organization wants to encourage
- Draw on expertise beyond the project team as needed

After the program

- Arrange to bring participants back together after the initial program
- Ask participants through which channels they prefer to receive information and use those channels
- Remember to build in additional time for any requests when participants are no longer onsite (i.e., if they are good enough to be admitted, they likely have extremely busy lives)
- Put participants in touch with projects that emerge that may be able to utilize their expertise

Appendices of Supporting Materials

Appendix A
WordPress Promotional Landing Page

Appendix B
Electronic Bulletin Announcements

Appendix C
Application Reviewer Form

Appendix D
Final List of Participants

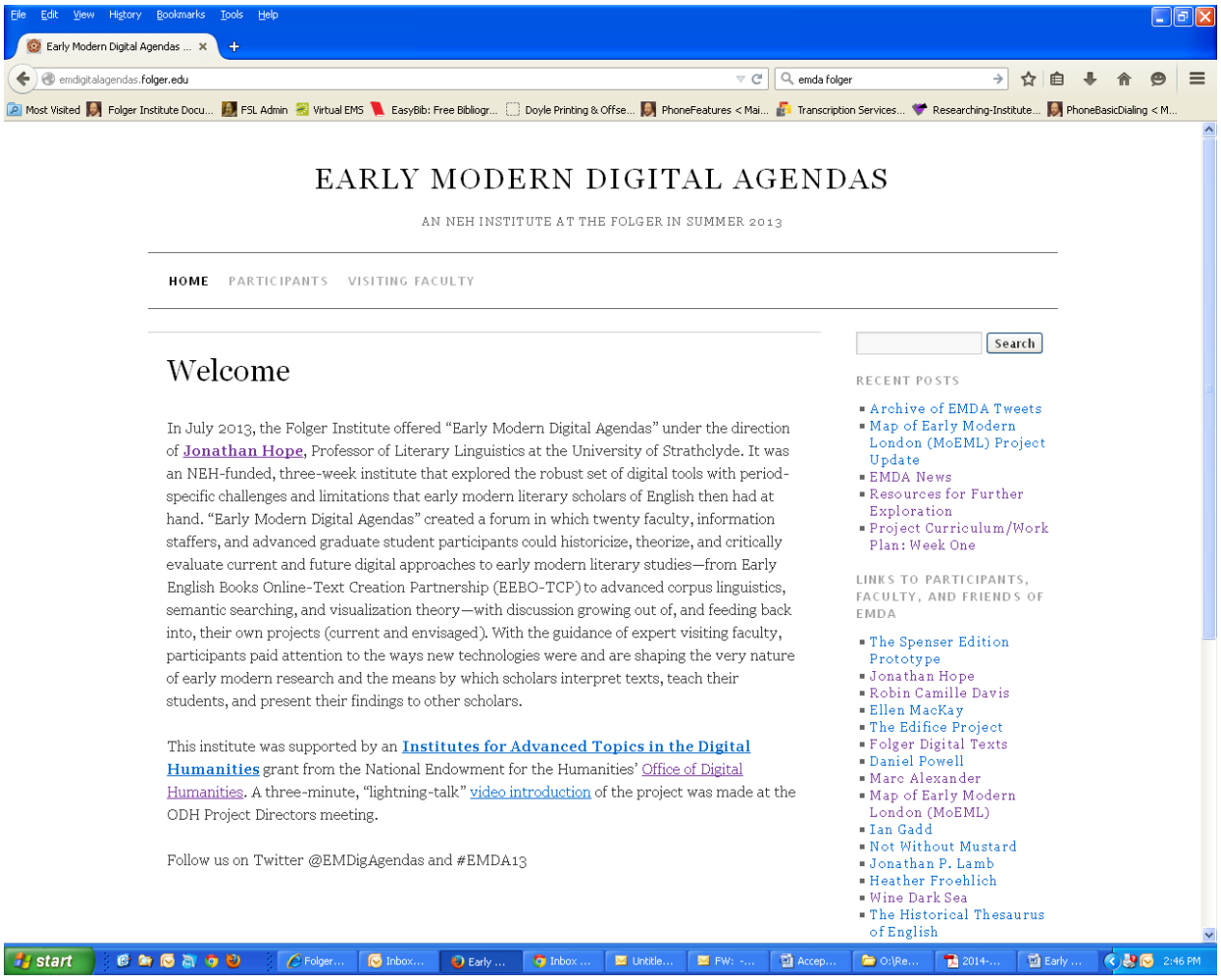
Appendix E
Technical Report from Heather Froehlich

Appendix F
Full Evaluations

Appendix G
Reunion Workshop Schedule

Appendix H
Screen Shots of Folgerpedia

Appendix I
Shakespeare's Language schedule



EARLY MODERN DIGITAL AGENDAS

AN NEH INSTITUTE AT THE FOLGER IN SUMMER 2013

HOME PARTICIPANTS VISITING FACULTY

Welcome

In July 2013, the Folger Institute offered "Early Modern Digital Agendas" under the direction of **Jonathan Hope**, Professor of Literary Linguistics at the University of Strathclyde. It was an NEH-funded, three-week institute that explored the robust set of digital tools with period-specific challenges and limitations that early modern literary scholars of English then had at hand. "Early Modern Digital Agendas" created a forum in which twenty faculty, information staffers, and advanced graduate student participants could historicize, theorize, and critically evaluate current and future digital approaches to early modern literary studies—from Early English Books Online-Text Creation Partnership (EEBO-TCP) to advanced corpus linguistics, semantic searching, and visualization theory—with discussion growing out of, and feeding back into, their own projects (current and envisaged). With the guidance of expert visiting faculty, participants paid attention to the ways new technologies were and are shaping the very nature of early modern research and the means by which scholars interpret texts, teach their students, and present their findings to other scholars.

This institute was supported by an **Institutes for Advanced Topics in the Digital Humanities** grant from the National Endowment for the Humanities' Office of Digital Humanities. A three-minute, "lightning-talk" video introduction of the project was made at the ODH Project Directors meeting.

Follow us on Twitter @EMDigAgendas and #EMDA13

Search

RECENT POSTS

- Archive of EMDA Tweets
- Map of Early Modern London (MoEML) Project Update
- EMDA News
- Resources for Further Exploration
- Project Curriculum/Work Plan: Week One

LINKS TO PARTICIPANTS, FACULTY, AND FRIENDS OF EMDA

- The Spenser Edition Prototype
- Jonathan Hope
- Robin Camille Davis
- Ellen MacKay
- The Edifice Project
- Folger Digital Texts
- Daniel Powell
- Marc Alexander
- Map of Early Modern London (MoEML)
- Ian Gadd
- Not Without Mustard
- Jonathan P. Lamb
- Heather Froehlich
- Wine Dark Sea
- The Historical Thesaurus of English

Below are two notices taken from our Folger Research eBulletins for October 2012 and January 2013. The Research eBulletin is sent to over 4,000 scholars.

October 2014:

Early Modern Digital Agendas *at the Folger Institute!*

In July 2013, the Folger Institute will offer a three-week summer institute with that title under the direction of **Jonathan Hope**, Professor of Literary Linguistics at the University of Strathclyde. This survey of the available digital tools, resources, and methodologies is supported by an "Institutes for Advanced Topics" grant from the NEH's Office of Digital Humanities.

Twenty faculty participants will historicize, theorize, and critically evaluate digital approaches for early modern literary studies—from EEBO-TCP to advanced corpus linguistics and visualization theory—with discussion growing out of, and feeding back into, their own projects (current and envisaged). With the guidance of expert visiting faculty, attention will be paid to the ways new technologies are shaping the very nature of early modern research and the means by which scholars teach their students and present their findings to other scholars.

Learn more about *Early Modern Digital Agendas.*

January 2015:

Apply now for "Early Modern Digital Agendas" at the Folger Institute!

NATIONAL ENDOWMENT FOR THE HUMANITIES

In July 2013, the Folger Institute will offer a three-week institute under the direction of **Jonathan Hope**, Professor of Literary Linguistics at the University of Strathclyde. Applications are being accepted through **4 March 2013** from faculty and advanced graduate students interested in learning more about the digital approaches available to scholars of early modern English literature. Twenty participants will historicize, theorize, and critically evaluate the field with discussion growing out of, and feeding back into, their own projects (current and envisaged). With the guidance of expert visiting faculty, attention will be paid to the ways new technologies—from EEBO-TCP to advanced corpus linguistics, semantic searching, and visualization theory—are shaping the very nature of early modern research and the means by which scholars teach their students and present their findings to other scholars. This high-powered survey of the available digital tools, resources, and methodologies is supported by an "Institutes for Advanced Topics" grant from the NEH's Office of Digital Humanities, but participants need not be U.S. citizens.

Learn more about Early Modern Digital Agendas.

Edit this form

EMDA Application Assessments

* Required

Factual Section

Last Name, First Initial of Applicant *

Describe this applicant's DH experience. *

- High
- Medium
- Low

In what types of digital project is this applicant interested? *

Check all that apply.

- [ ] Editing
- [ ] Text Analytics
- [ ] Text Encoding
- [ ] Data Base Creation and Use
- [ ] Application or Software Development
- [ ] Infrastructure Development
- [ ] Visualization
- [ ] Media Curation
- [ ] Digitization
- [ ] Mapping/GIS
- [ ] Scholarly Communication
- [ ] Pedagogy
- [ ] Curricular Design
- [ ] Other:

What kinds of digital projects has this applicant successfully completed? *

Check all that apply.

- ☐ Editing
- ☐ Text Analytics
- ☐ Text Encoding
- ☐ Data Base Creation and Use
- ☐ Application or Software Development
- ☐ Infrastructure Development
- ☐ Visualization
- ☐ Media Curation
- ☐ Digitization
- ☐ Mapping/GIS
- ☐ Scholarly Communication
- ☐ Pedagogy
- ☐ Curricular Design
- ☐ None
- ☐ Other: _____

Evaluative Section

Intellectual ability (assessed by cv/references)

On a scale of 1 to 10, with 10 being the best, how would you rank this applicant's intellectual ability?

	1	2	3	4	5	6	7	8	9	10	
Lowest	○	○	○	○	○	○	○	○	○	○	Highest

Potential of project (assessed by proposal)

On a scale of 1 to 10, with 10 being the best, how would you rank this applicant's potential?

	1	2	3	4	5	6	7	8	9	10	
Lowest	○	○	○	○	○	○	○	○	○	○	Highest

Enthusiasm/commitment (assessed by proposal and references)

On a scale of 1 to 10, with 10 being the best, how would you rank this applicant's enthusiasm/commitment?

1 2 3 4 5 6 7 8 9 10

Lowest ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ Highest

Collaborates well (assessed by cv/references)

On a scale of 1 to 10, with 10 being the best, how would you rank this applicant's ability to collaborate with others?

1 2 3 4 5 6 7 8 9 10

Lowest ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ Highest

Descriptive Evaluative Section

List this application's particular strengths.

Brief phases are acceptable.

List this application's particular weaknesses (if any).

Brief phases are acceptable. This is especially important for those we do not accept.

Please add any comments not covered by the above areas.

The Bottom Line

How would you rank this application overall? *

- Excellent (Definitely accept)
- Very Good (Accept)
- Good (Accept if possible)
- Poor (Do not accept)

Verification

Evaluator's Initials *

If you have second thoughts about a previously submitted assessment, simply resubmit and add a version number after your initials.

Submit

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Early Modern Digital Agendas

Jonathan Hope
An NEH Office of Digital Humanities
Summer 2013 Institute

David Ainsworth	Assistant Professor – English	University of Alabama
Robin Davis	Emerging Technologies and Distance Services Librarian	John Jay College of Criminal Justice, The City University of New York
Douglas E. Duhaime	PhD Student – English	University of Notre Dame
Jacob J. Halford	PhD Candidate – History	University of Warwick
Matthew P. Harrison	PhD Candidate – English	Princeton University
Jacob A. Heil	Postdoctoral Research Associate – Initiative for Digital Humanities, Media and Culture	Texas A&M University
Brett D. Hirsch	ARC Discovery Early Career Researcher Award Fellow – English	University of Western Australia
Nicholas Hoffmann	PhD Candidate – English	University at Buffalo
Jonathan P. Lamb	Assistant Professor – English	University of Kansas
Joseph F. Loewenstein	Professor – English	Washington University
Ellen MacKay	Associate Professor – English	Indiana University
Lynne Magnusson	Professor – English	University of Toronto
Kim McLean-Fiander	Postdoctoral Research Fellow – English	University of Victoria
Daniel Powell	PhD Student – English	University of Victoria
Daniel A. Shore	Assistant Professor – English	Georgetown University
Scott Trudell	Assistant Professor – English	University of Maryland
Christopher N. Warren	Assistant Professor – English	Carnegie Mellon University
Jacqueline D. Wernimont	Assistant Professor – English	Scripps College
Patrick Williams	Associate Librarian – Subject Specialist for English	Syracuse University
Mary Erica Zimmer	PhD Candidate – The Editorial Institute	Boston University

Early Modern Digital Agendas (July 2013)
Technical Report

Heather Froehlich
heathergfroehlich@gmail.com
7 August 2013

I. Early Modern Digital Agendas

Early Modern Digital Agendas, an NEH-funded Folger Institute, ran for three weeks in July 2013 under the guidance of Professor Jonathan Hope. Participants and visiting faculty put on software demonstrations, presented research on various early modern and otherwise historical digital research projects, and discussed the future of digital Early Modern scholarship through an exploration of various emergent and established technologies for research on and exploration of digital objects. In some ways, Early Modern Digital Agendas seemed to be a pilot project for future iterations of digital groups to converge at the Folger. While the Folger has been heavily involved in producing and dealing with digital versions of their physical collections (eg LUNA, Folger Digital Texts, and more emergent technologies such as Dromio) having a three-week, technology-heavy Institute on the premises seemed to be more of an uncharted territory.

My roles as the on-site Technical Assistant at the Institute were as follows: to serve as a connector between Folger employees and the Institute where applicable; set up and prepare the Boardroom for presentations by visiting faculty; create and manage various digital spaces. In this report I will discuss the physical space of the Boardroom, creating and managing various digital spaces, and modes of communication with the Institute prior to and during July. The suggestions I provide here may not necessarily be the best solutions; further iterations of digital groups at the Folger will likely have to continue evaluating their technical needs until a more comprehensive set of guidelines for groups large and small can be fully established. The needs of a large (20-30 person) group will likely be different than a small (10-15 person) group, but I aim to make suggestions which will hopefully benefit groups of any size.

II. Available technology in the Boardroom

It was beneficial to be in the Boardroom, conveniently located across from IT services. Much technology was available in the space - most, if not all, immediate needs were met: projector, sound, DVD player, laptop, etc. There were some small issues with sound and laptop access, but on the whole, this did not represent a huge problem for us. The sound system in the Boardroom was a little complicated: having documentation available for how to properly run the sound system in the tech closet would have been helpful; the few times I got it to work turned out to be by sheer accident. Members of Folger staff (Elyse, Meredith, Julie, or anyone in IT) were easily available for help with the various laptops available for our use. I should stress that this was not unanticipated: everyone is comfortable with his or her own computer, and using institutional computers often require someone more comfortable with the infrastructure. On the whole, we didn't use the Folger-provided laptops very much, on the basis that all participants had brought their own. The few times we did, mostly for the end-of-institute presentations, things ran smoothly overall.

It is important to note that for any digital workshop, all computers to be used will require administrator privileges, in the highly likely event of software needing to be installed. This is a pre-arrival task for participants to do; for future digital events, it might be beneficial to send reminder emails out to all attending. To that end, faculty should be

prepared with information about required software packages and either a set of guidelines for installation and/or clear documentation available from the creators. I should stress that our visiting faculty were very good at this (myself excluded, for Docuscope, which could have been prepared and curated more in advance: this is my fault).

Having an open wireless access point for our use was much appreciated: with 20-30 extra people all trying to use the Folger Reading Room Wifi point, we would probably represent a fairly large bandwith suck for the rest of the Library, especially as we would be likely to download various files at any given time. By giving us the option to be on our own network, we were able to be mostly self-contained and hopefully unobtrusive to others. Similarly, if anyone tried to download something large in the Boardroom and slow us down – which happened a few times with some data sets such as the ESTC data, it wouldn't be a problem for the rest of us to jump on the Reading Room Network for a while. How many participants used the open Folger_Wifi network is unclear to me, as we gave them option to use either, but a preference for the open Folger_Wifi network.

Electrical sockets proved to be the most problematic: it seemed that the Boardroom as a space was unprepared for that many people all needing to charge at least one device at least once every day. For every person in the room, assume they will need an electrical socket for at least ~2 hours every day, and some will require more than that. I understand that the Folger is at the mercy of currently-available electrical wiring. The initial solution of 6-socket powerstrips worked pretty well, barring some tripping hazards, but the ultimate implementation of six-socket powerstrips and two long socket strips below the table seemed to be a vast improvement. For the future, I would suggest having more long socket strips available, as well as some 6-socket powerstrips: those coming with adapters from outside North America will take up some valuable real estate. A general rule here is "more is better", even if they're not all being used at the same time.

We had no problems with the projector, though I should point out that selecting the computer can be done more directly through pressing the button "1" (eg component 1) on the remote, rather than cycling through various "select component" options. This was not a problem, but rather a shortcut to be aware of for future use. For nearly any digital humanities event at the Folger, you should expect that everyone will want to have a projector and wifi access available for images, web sites, and other digital show and tells. I should stress that it was amazing that we had no difficulties with the many live demonstrations happening over the course of our Institute; I cannot promise that level of success for every digital event.

Overall, I found that the Boardroom was very much a suitable space for Early Modern Digital Agendas. It was well-equipped for nearly every kind of demonstration organized by the visiting faculty – from the more high-tech (interactive multimedia presentations) to the comparatively more low-tech (books being circulated from the Folger's collection). I assume that future iterations of digital workshops and events at the Folger will be given a similar walk-through of available technology in the room to the one I was given prior to the Institute. Future Technical Assistants may appreciate having a short reference guide available for not just the sound but for all available multimedia. A cursory trip around the Folger over my month there suggests that another suitable space might be Deck A (for much smaller groups), as it appears to have similar equipment.

III. Digital Spaces for interaction and communication

A pre-established space for communication which was quite effective was the Twitter stream on the hashtag #emda13 and through a devoted @EMDigAgendas account. We chose the hashtag a week before the Institute, when it was unattached to any other event or group. I don't think anyone expected the swarm of Swedish football fans – though

this is perhaps an unavoidable feature of Twitter hashtagging over a three-week institute: we are likely to get some outside noise. The livetweets from the Boardroom appeared to have a sizeable audience, as evidenced by Sharon Howard's curation of a Twitter archive (http://thebroadside.org/tw-archives/index.php?archive=emda13) within the first few days of the Institute, for those wanting to keep up, but not in the same time zone as the Folger. Preparing and curating a Twitter presence in advance of the Institute seemed to be an effective approach to bring attention to our workshop, but it is difficult to measure impact: at the time of writing this report, it has 211 followers.

Other web spaces that were created over the course of the Institute included a second Wordpress site (http://earlymoderndigitalagendas.wordpress.com) as a working space after discovering the participants had difficulties joining http://emdigitalagendas.folger.edu/. Wordpress requires all existing members to register with the same email address it has stored on its system already. A number of participants did not receive invitations to join the blog, despite Wordpress listing them as members of the page – likely to arise from invitations to contribute being distributed across the EMDA-Institute listserv, addressed further below. My quick-fix was to create a second webpage, so we could encourage participants to blog about their experiences in a collective space. On their own accord, the group also produced a collaborative Google doc for collaborative note-taking (https://docs.google.com/document/d/111qXivMOm5mcaWO4lOlTT3QTAC7LXFd08yEqeEP5td4/edit), and a Wiki (http://www.countingthedead.org/EMDA/index.php?title=Main_Page). Many of these kinds of spaces require accounts, and there is a danger of losing login credentials, especially when others have created an account. Future Technical Assistants should have access to all relevant administrative passwords as a text file.

A problem with doing this kind of digital work is that no matter how many spaces we provide for digital interaction and/or outreach outside the Boardroom or any other physical space, someone will always have a better idea of how to create a space that is workable for all parties to interact, collaborate, and document their process than the organizers. Digital work is both inherently collaborative and participant-driven. We could have set up websites, wikis, twitter feeds, hashtags and any other number of interactive modes, but there's no predicting which will stick until the participants are there and actually interacting in person. Having landing pages prior to groups arriving is extremely beneficial for application purposes, information about participation, funding, and other such organizational concerns. But decisions have to be made early on in the workshop itself, not in the planning process, about how participants and faculty should be interacting with these web spaces: are they a front-page and a resource aggregator? Or do they want a separate space from where notes and work in progress should go?

I suggest future iterations of digital workshops at the Folger devote early start-up time as a group to collaboratively develop a plan about how they want to be documenting and curating an interactive web presence, which will be unique to each group and their goals. In many ways this allows the participants to get comfortable doing digital work as a group, while providing them with the flexibility to abandon spaces they create that do not work for them. Some people are more comfortable with blogs, others with Twitter, others with wikis – and the balance of people and their comforts often decide what works best, what will stick, and what won't. Likewise, we should not expect to be dictating what medium(s) they use, as this is the sort of thing which should organically develop from the digital work being done. Digital humanities are not a prescriptive environment – and the way we interact with our work should not be prescriptive either.

IV. Dissemination of information prior to, and during, the Institute

Early Modern Digital Agendas used two main methods to get information to participants and faculty during the Institute: The listserv mailing lists (emda-Institute@actwin.com, EMDA-Faculty@actwin.com) and Dropbox (http://www.dropbox.com/). The mailing lists remain a fast and effective way to reach everyone prior to, during, and after the Institute, and are suitably egalitarian: anyone can post to them. It was particularly useful to distribute readings and resources when Dropbox failed us (see below) and to make minor announcements during discussion time without interrupting the flow of the Institute. The only downside to the mailing lists were that not everyone was able to access invitations to various digital spaces; I suspect this has to be done by manually inviting everyone – see above for more on problems with successfully integrating everyone to various digital spaces. Having separate faculty and participant lists worked well for me, though I fear some of the faculty may have missed some announcements. I tried to keep faculty email contact to a minimum unless an announcement concerned all members of the Institute, whereas the EMDA-Institute list was more useful for more immediate concerns.

Dropbox, while a good idea in principle, turned out to not work well in practice. The idea was that faculty could upload files for participants in advance of their sessions in Washington and allow participants to share files with the group, downloaded from a cloud hosting system. Not everyone wanted to be linked to the cloud and not everyone wanted to install Dropbox on their computer for security reasons. Furthermore, a lot of participants had joined our shared Dropbox folder with an account that was not necessarily linked to the user's normal Dropbox account – many of the participants had provided the Folger with their institutional contact information, not their personal contact information, and thus their files were not syncing properly. Many of them have their Dropbox account linked with their personal account, and I can understand their want to keep their personal and professional contact information separate. This meant re-inviting them to the Dropbox during the Institute and occasionally distributing files via the mailing lists to ensure that everyone had access to the same information at the same time. In order for Dropbox to be an effective way to disseminate information, we must ensure that everybody's Dropbox is synching correctly, and everyone must be willing to join the Dropbox system.

One of the strong benefits of using Dropbox is that once a file is uploaded to a folder, all members of the folder can access it. Similarly, a downside here is if one person tries to do anything to a file in the Dropbox for whatever reason, they will also change it for *everyone.* Likewise, anything that gets uploaded to the Dropbox folder will be accessible to all members of the shared folder. Waiting for 25-30 folders to sync when 25-30 people are trying to open and access the same file simultaneously was far from ideal. I would be wary of trying Dropbox again for the reasons cited above for a large group. From experience, it is more manageable for smaller groups (>15 people), especially with careful explanations. Future digital groups will likely require some kind of devoted server space which would be accessible on-site and off-site with a remote login.

This is what Dropbox does as a cloud-computing environment: it hosts files remotely, with a local repository on each user's computer. A locally hosted server space could serve as a repository for future digital groups working at the Folger, rather than depending on Dropbox, and could serve as a growing set of resources for various kinds of early modern digital projects and digital approaches to early modern studies. In order to do this, clear directions on how to upload files and/or someone at the Folger who would be able to upload files to the server on behalf of others, as well as clear access directions would be required. A suitable alternative to this suggestion is to instruct everyone to distribute files via the appropriate listserv and to keep a copy in the Folger's digital repository. There are, of course, privacy concerns here which must be addressed; some files are not to be distributed in the public sphere for various reasons. I suppose a way

around that would be to require a secondary, group-specific authentication for these files, or to encourage utilizing the listservs as a way to distribute sensitive, not-to-be public files.

V. Conclusions

Overall, I found the technical side of Early Modern Digital Agendas went extremely smoothly, especially as it seemed to be in many ways a pilot project for the Folger. The problems I have outlined here are, in the overall scheme of things, very low-impact problems to have. From my perspective, I do not think any of them proved to be a serious impediment to the Institute's productivity or output. Any problems which arose were fixed fairly quickly and/or were "hacked" in one way or another as a temporary workaround, by either me or other participants. Nothing important crashed and there were no problems with the physical technologies provided, making me feel that Early Modern Digital Agendas served to be a resounding success. The suggestions I make here would only serve to make improvements upon what seems to be a highly functional model of digital workshops and outreach for the Folger.

Early Modern Digital Agendas

Directed by Jonathan Hope

A 2013 NEH Office of Digital Humanities Institute

QUESTIONS TO WHICH THE PARTICIPANTS WERE ASKED TO RESPOND:

Using the following questions as a guide, please comment on the Early Modern Digital Agendas institute directed by Jonathan Hope. You may either fill out the answer fields or, in lieu of completing the form, upload a Word document using the prompt below the form.

Summarize your overall assessment of the experience and the effect you anticipate it will have on your teaching, scholarship, and development of digital projects.

Evaluate the effectiveness of the approach to engaging participants in both critical discussion and hands-on interaction with digital collections and tools.

Comment on specific aspects of the program, such as the director, visiting faculty, colleagues, topics, organization, discussions, and activities.

Evaluate the appropriateness of the scope, including the range of topics and tools addressed during the three weeks and their relevance to early modern literary studies. Describe any topics or tools you found especially useful that should be emphasized in future programs.

Evaluate the host institution, particularly with respect to meeting space, hospitality, housing arrangements, the suitability of library facilities, computing and technical issues, and other relevant aspects.

What digital agendas should the Folger pursue in the next three to five years? You are welcome to suggest topics for future seminars or institutes, names of potential directors, and relevant initiatives that you see coinciding with our larger mission.

What suggestions do you have for future scholarly communication and how can the Folger help facilitate it? Discuss how program faculty and the Folger could facilitate future collaboration and follow-up discussion among participants.

What suggestions do you have for the afterlife of Early Modern Digital Agendas? To which projects/blogs/sites should we link? Do you plan to contribute pedagogical assignments, apps, etc. that we should include?

Do you have any further comments on areas that are not covered in the above topics?

I expected a lot from the EMDA Institute before I arrived, and I was very excited to have my expectations exceeded by the quality and intensity of the presentation, discussion, and activities throughout the three weeks of the program. I have already experienced effects on my teaching, or at least how I approach my teaching of EEBO and electronic resources for EM studies. Furthermore, I know that the connections I made with other scholars at EMDA will lead to collaborations.

With regard to digital projects, I feel well positioned, after the institute, to be able to begin and sustain projects locally at my institution, which was a major goal of my attendance at EMDA.

I was impressed by the ways conversations were sustained through our discussions in the boardroom, through breaks, via twitter, etc. It was such an uncommon thrill to be a part of a group of equally enthusiastic and interested colleagues in an environment that could sustain and revisit these discussions over such a long period. I appreciated the hands-on interaction with digital tools and collections, but I wish we'd had more time to do that in groups. I felt the directed work with EEBO and the printed books was most successful in this arena, and would suggest more activities like those (the Flanders/Galey/Wolfe group mark up activity is another good example). In some cases, engagement with the digital tools seemed a little superficial when we just had them demonstrated — but in all cases they led to fruitful discussion.

I was really impressed with the number of terrific visiting faculty who were able to attend, both in their formal presentations to us and in their continued presence in our sessions — this goes for the terrific staff of the Folger as well. The fact that so many great presenters joined us strained the schedule a little bit, but I feel that they were all essential. I appreciate that Jonathan kept things flexible despite the need to cover so much — I really wish the program had just been a little longer to accommodate more time for hands on exploration / group work / time in the reading room.

I felt the scope was well defined in advance, and I came away from the institute feeling I got out of it what I was hoping. Like I mentioned above, three weeks is a tight timeframe for such a program, but I am convinced each piece was essential. I think it may have been helpful to spread the discussion of visualization across the full three weeks, as I think some particular discussions that came out of that would have been welcome earlier, but I understand the need for the thematic schedule.

Everything about being at the Folger was an absolute delight. I didn't have any technical issues, and felt that all my needs were met. The staff members of the Folger were commendable in their attention to our every need — it was so nice to have them so engaged in the institute. From Owen's essential presence in both the intellectual and practical sides of keeping the institute going, to Elyse's coordination and anticipation of our every need, to the librarians in the reading room helping us with Ian's activity, everyone was so helpful and kind. To have Michael, Heather, Sarah, Deborah, Mike, Rebecca, Erik, Eric, Jim, and the other Folger folks so involved was also such a treat. It's clear that there is very strong collaboration and collegiality at the Folger, and that definitely contributed to the success of EMDA. I had my own housing arrangement, so I can't comment on the GW facilities, other than to say based on my colleagues' comments, I'm glad I had another option.

I'm not sure that the Folger needs to do much in this case. I feel like really strong collaborative bonds were forged during the program, and many of us are in touch quite frequently. Perhaps if the Folger were to highlight some of these collaborations somehow on the EMDA site (Matthew Harrison's recent piece on the Six Degrees of Kevin Bacon blog, for example). I think the need is more for the Folger to transmit the work of the participants to the world than to maintain cohesion among the group.

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The EMDA institute has been essential to my current research, which uses digital tools to expand the range of philological inquiry. Over the course of the semester I acquired new knowledge about the kinds of tools (corpora, search engines, text analysis tools, etc.) at my disposal and gained special access to some of them. I met and had the chance to speak with experts, like Marc Alexander, Martin Mueller, and Mark Davies (not to mention Jonathan Hope). As a seminar, we got to work through many of the key problems in the field through discussions, many of which transformed or sharpened my own views in ways that will directly contribute to my current book project.

Not all parts of the seminar were equally useful to my research or (for me) equally interesting. The section on TEI, for example, had limited relevance to my work. But I was nevertheless grateful for the breadth of the seminar, the range of skills and topics it introduced.

The effectiveness of different parts of the seminar varied, often as a result of the speaker, especially the speaker's advanced planning and pedagogical skill. Ian Gadd's exercises, which asked us to examine physical books alongside their EEBO facsimiles, were meticulously planned and therefore exciting and highly effective. While Alan Galey was fantastically knowledgeable and congenial, some of the later extended sessions working with him and Julia Flanders on TEI grew less structured and therefore less productive.

Too often, however, we received an overview of a method or approach but had little chance to try it out or see how it relates to larger debates in the field. The question that usually went unanswered, but that is clearly key to every participant, is the one of research application: how does digital resource x allow me to make new arguments or provide new evidence for old arguments in Early Modern studies. Only occasionally did we get examples of such arguments or evidence, and we spent virtually no time experimenting with producing them ourselves. I wanted us not only to marvel at the tools available, but ask (in a structured way) how they allow us to revise some of the central narratives and concepts of early modern literary study. What, for example, could Mark Davies' corpus tell us about the history of secularization? Or changes in concepts of early modern law or sovereignty? Through Hope and Witmore's work with Docuscope, we did address the fundamental and important issue of generic classification – but primarily as listeners, rather than as expert participants in our own right. The issues and questions digital tools allow us to tackle in new ways are highly substantive, but we too often remained at the level of technical discussion.

The director of the seminar, Jonathan Hope, did a fantastic job of organizing a diverse and impressive panel of visitors to speak with us. In a room full of scholars eager to contribute, his general reserve and deference worked well, though he was willing to step in to shape and direct discussion at appropriate moments. At times in the first weeks he seemed a little coy – too willing to step aside to let others speak and hesitant to share his own views. But in presenting Docuscope his own investments became more overt, and he was more willing to engage in back and forth debates about the merit of different approaches. From my perspective these back and forth debates were always welcome – not just because I was often the one provoking him, but because they made clear some of the stakes that are riding on how we use digital tools to approach language.

The scope of the seminar was, as I say above, pleasingly broad, and plausibly representative of the interesting work that is being done in EM digital studies more generally. In some cases the proportion of time devoted to different approaches was lopsided. We spent nearly three days with Galey and Flanders, and had barely a tantalizing afternoon with Mark Davies. This ratio should have been equalized. We had only a small amount of time to experiment with the BYU corpus, but it would have been great to break us into groups, send us off to generate results (tracking the rise or decline of a particular word, phrase, or construction), hypothesize about those results' meanings, and then bring them to the whole seminar as objects of debate and discussion. While this would have been more productive, to my mind, than the extended discussions of and exercises in transcription in TEI, there was no reason that, with some rebalancing, we could not have done both.

A further suggestion: many of us, myself included, came to the seminar with fairly well developed agendas. It would have been useful for speakers to hold "office hours," or something similar, in which each participant could stop in to get advice regarding his or her particular project. An arrangement of this kind would have made the EMDA more agenda driven, more responsive to the needs of individual participants.

The Folger was the ideal place to hold a seminar of this kind. In addition to its rich physical resources, it is also positioned to become a leader in digital early modern research, especially with Michael Witmore as director. We were able to take advantage of the Folger's in house expertise (Folger Digital Text

programmers, Heather Wolfe on manuscripts, Witmore himself) to complement the slate of impressive experts brought in from other places.

There were a few practical difficulties that had (from where I sat) only minor effects on the success of the seminar, but that shouldn't be ignored: We spent three weeks in a basement. The temperature often made it hard to maintain continuous attention during long seminar sessions. DC is an expensive city in which to find good temporary housing. But again, these concerns didn't really slow us down.

First, I think the Folger is already ahead of the curve in thinking about the kinds of digital projects it should pursue. Dromio is a useful tool, and the initiative to digitize and transcribe the manuscript collection so that it is machine readable is excellent. The Folger Digital Texts are truly awesome, and they are positioned (with Luminary and in their own right) to become even more dominant in classrooms than they already have been. Luna seems to get more useful and impressive as time goes on. From my own perspective working on [Six Degrees of Francis Bacon], a map of the early modern social network, I would say that the Folger's current agenda is limited only by its focus on text and image. Further projects should think about how to leverage text and image to reconstruct and study other, non-textual objects (like associations, networks, economies, physical environments, etc.). What rich knowledge is already present in the Folger's current, text-based resources (like Hamnet) that could be extracted and put to new uses or accessed in new ways? Additionally, as EM scholarship becomes increasingly digital, the Folger will need to rethink its role as an archive of that scholarship as well as of primary documents. How can it preserve and make available to future scholars the digital projects of the present as well as more traditional media like articles and monographs?

My suggestion on this front is that the Folger could better advertise itself by better advertising the researchers doing work in its collections and participating in its seminars. One has to dig a bit to find it on the website, but one can eventually find a short paragraph on the research of the long-term fellows. Why not, instead, find a way to publicize the work of ALL researchers currently visiting the library. Have a prominent link on the front page that says, in essence: See what research is happening here right now! Ask even those visiting the Folger for a week or two for a short description of their work. Put it up on a page (perhaps with a photo, either of the researcher or the object of his or her study) and share it with all comers. Let them see the incredible amount of interesting work that happens here every day! Nearly all researchers and seminar participants already submit some description of their project to the Folger, so adding a short version shouldn't be a burden. And of course it should be voluntary – but most scholars, I take it, are eager for additional, high profile venues (like the Folger) in which to promote their research. Again, this suggestion works for seminar participants as well as researchers.

Much of the conversation will happen individually, based on elective intellectual affinities. I've already had one fellow seminar member write a blog post for me, have written to a few others to help and/or ask for help and share work, and have tweeted back and forth with many others. These local, unmonitored exchanges will probably be more important than anything that happens on a blog or wiki, and they will persist long after.

I want to express my since thanks to the Folger, to the organizers in the Institute, and to the funders at the NEH for making this spectacular gathering of scholars possible.

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Early Modern Digital Agendas will have a profound impact on my research and teaching. In particular, the Institute helped me to develop a much better understanding of the possibilities and limitations of digital resources such as EEBO and EEBO-TCP files as well as structural markup. I am now also much more aware of the kinds of questions other digital humanists would like to be able to answer, which will only help me to produce tools that may be of potential interest to others in the field.

EMDA maintained a healthy balance between theoretical discussion and hands-on engagements with tools and resources. Spending time examining the differences between analog books and digital manifestations of the same, for instance, was helpful, but so too were our more abstract discussions of representation.

One could not have hoped for a better leader than Jonathan Hope. He brought together a top-notch collection of researchers and then allowed dialogue to develop organically, which helped make conversation intense and genuine. The questions and comments posed by my fellow Institute members were remarkable, and the expertise that visiting faculty members brought to bear on these conversations was outstanding.

As someone who had already spent a good deal of time considering the digital humanities in the abstract, I found the first week's discussions a helpful reminder of many of the central issues at stake in our discipline. At the same time, though, the practical discussion of extant tools during week three was particularly energizing, and I would not have minded spending more time with the latter rather than the former. Our analysis of markup and digital remediation during week two felt appropriately paced and thoroughly rewarding.

The Folger Library was a wonderful location for the Institute. The Library's eighteenth-century manuscript materials were particularly helpful for my research, and consulting these materials while building digital tools helped me to rethink again and again the relationship between historical archives and algorithmic criticism. The Library's staff was also generous with their time and expertise, all of which made the Folger a perfect location for the Institute.

If I were allowed to articulate only two priorities for the future of the Folger, I would humbly offer the following suggestions. In the first place, I would prioritize the digitization of the Library's manuscript holdings. I think the Luna interface is a brilliant start to this project, though I think researchers would also benefit from text transcriptions of manuscript materials (in either .txt or a standard markup format). Secondly, I think it might make sense to share some of the Library's collected knowledge of paleography with the wider public. I can imagine digital tutorials that ultimately prepare members of the public to help transcribe digital images of manuscript materials into text format, for instance.

When discussing the future of the EMDA Institute, others suggested that it would be highly beneficial to have the Institute members reconvene a few years in the future. Such a reunion would not necessarily need to happen at the Folger, but such a convention makes a lot of sense. I can imagine the Folger hosting or co-hosting a 2015 conference on "The Future of Digital Approaches to Early Modern History" during which EMDA participants and others invested in digital approaches to the early modern period could convene and discuss progress they had made on agenda items established during the course of the Institute.

We should certainly establish some form of digital space in which participants can share insights and resources. Perhaps it would make sense to create a dedicated page on the Folger's blog for this task? I would be happy to share code that I developed over the course of the Institute, as well as syllabi and lesson plans in which I implement some of the ideas I internalized during the Institute.

This was a life-changing research summit, and I am incredibly honored and humbled to have had an opportunity to spend three weeks with such talented and thoughtful individuals. Thank you all for making EMDA such a special event!

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My overall assessment is extremely positive. It was a great three weeks. The institute has already profoundly affected the various aspects of my professional life. My teaching will be the quickest to shift, as I'm teaching a "Digital Shakespeare" course this fall and will be using lots of the resources and techniques I learned at the institute. The institute will also affect my research, though I'm still trying to gauge to what

extent my current projects will change as a result of the institute. In the future, I aim to integrate various digital projects into my work, especially considering the rapidly expanding possibilities.

The institute was deeply engaging, especially our discussion of the various questions arising from digital resources and methods. What with the range of expertise in the room, and with the fact that everyone in the room was a "domain scientist," we had some really scintillating conversation. I'll admit, however, to being a tad disappointed that occasionally our conversation may have prevented us from getting in-depth "hands-on interaction with digital collections and tools." Probably as a result of the breadth of coverage for which we aimed, we often didn't explore how one might use the tools and resources to do something (that is, something other than the live-demos prepared by the invited guests). I'd rather have selected a specific research question pertaining to the tool or resource of the day, and worked together to address it.

If it's true that the mark of a good seminar leader is that s/he doesn't do much talking (and I think this is true), then Jonathan Hope was a great director. He created such a phenomenal lineup of visiting faculty and such a perfect mix of institute members that he mostly let the ball roll, as it were. Those times he did step in and take the lead were helpful and insightful—and provocative.

The real problem, as I see it, with the three-week duration of the program is that it's too short a time for such a wide-ranging group to master anything, and too long a time for us not to try. That said, three weeks is probably a good amount of time, given the extent of topics we needed to cover. I wish we'd spent more time on some tools, less time on others. Because Jonathan Hope was directing us, for instance, I was expecting and hoping for more advanced uses of linguistics tools (especially since most tools coming out are word-based). And although Ian Gadd was absolutely brilliant and charming, three days on EEBO may have been a bit too much, especially since we only spent one session on the most powerful part of EEBO (the TCP corpus).

The housing was rough. Specifically, the GW dorm housing, although in a perfect location triangulated between Whole Foods and Trader Joe's, was fairly nasty. If I could go back, I'd stay with friends and save myself the $2,000. For the price and location, the housing provided may have been the best available, but it wasn't good. Everything else was just wonderful. The Folger staff is a dream team, and all the other aspects mentioned were spot on. (I wonder, for future digital institutes, whether it'd be possible to arrange a temporary boost in the wireless connection.)

The EBBO-TCP public release seems like a perfect opportunity for further agendas. Developing various forms of software that can, ahem, do things with words would seem easily within the Folger's reach, and would still manage to attract more traditional scholars. Thus, a seminar or institute on the TCP would really appeal to me, and I think to others. It'd be more advanced than EMDA13, and would presumably seek to produce something more specific. Such an institute would bring together computer scientists, linguists, book historians, and (ahem again) philologists.

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My overall experience was extremely positive. The various topics and speakers illuminated a number of DH-related areas for me. Discussion was lively and substantive. The experience changed the way I would conceive and pursue digital projects, as well as putting me in touch with people I anticipate consulting or involving in such work. And I'm stealing parts of the EEBO session for my graduate classes.

With so much disparate material to consider, striking the proper balance between critical discussion and interaction is quite difficult. I thought Hope maintained the proper balance with aplomb. The only critique I have to offer concerning this issue involves the differing practices of individual presenters. For example Ian Gadd in the first week created an amazing exercise comparing EEBO texts with physical copies. Some of the other presenters offered less interaction or spent much of their time lecturing.

It's hard to address such a broad question as the effectiveness of the approach to engaging participants in a usefully specific way. And here Jonathan Hope particularly impressed me; at every step he prioritized our collective interests, to the extent that he gave up some of his own budgeted time to talk about his work so that we could extend a previous discussion. In a field which makes a virtuous necessity of self-promotion, Hope's generosity is especially worthy of note. Many of the visiting faculty participated in discussions outside their own sessions, which proved highly useful, I thought. It might be worth deliberately encouraging visiting faculty to stay for much of a future seminar. My colleagues were amazing: engaged, spirited, participating in a myriad of ways and always looking for paths to contribute. The topics were broad; discussions were informative, activities constructive. The sessions were very well put together.

I'm not sure such an institute can usefully narrow its scope without losing more than it can afford to lose. Despite the range of topics, I'd be loath to narrow them, although a separate institute on a narrow topic might be useful. Gadd's EEBO component was a stand-out for me. Sawday's theoretical contribution in the first week proved vital, I think a return to the issues he raised later in the institute might have been useful, as it was a bit too easy to turn to the latest "toy" or tool. That said, discussion remained critical and skeptical in productive ways. I found the second week's tools more central than some of the third week's analytic tools, but that's reflective of my interests and approaches (and due to illness, I missed some of the third week presentations). It might be useful in a future program to spend a bit more time on digital management tools and content management tools. A consideration of how these tools shape or change digital humanist work would be valuable, I think.

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The institute was a fantastic experience that has already enriched my scholarship, teaching, and digital projects. I would apply for another one in a heartbeat!

Given the topic, a balance between critical discussion and hands-on interaction was the most effective approach for the institute to adopt. Polemics aside, digital humanities is as much about sustained intellectual engagement as it is about "building things," and this was reflected in the institute's schedule.

Jonathan Hope thoughtfully put together a three-week intensive program of broad but inter-related topics, enlisting the talents of domain experts from North America and the United Kingdom. Diversity was the key feature and strength of the institute.

With so many topics to address, any three-week program has to be selective. The institute primarily focused on textual data and tools for its analysis and visualization, reflecting the majority concern of the wider disciplines of early modern literary studies and digital humanities. As far as we know, Shakespeare didn't paint, after all. Had we but world enough, and time, I'm sure the program might have engaged with other digital forms beyond the purely or mainly textual — e.g., visual, aural, kinetic, multi-modal, immersive.

As a venue, the Folger was superb in every respect.

Selfishly, I'd like to see the Folger pursue those "digital agendas" closest to my own interests: text analysis, electronic editions, and stylistics, and would welcome future seminars and institutes on these topics. In terms of relevant initiatives, I'd like to open up discussion with the Folger as a potential partner for grant applications to fund digital projects. I think it's important to move away from the common misconception of libraries and cultural heritage institutions as "services" and towards the status of equal partnership in research projects. Given its wealth of materials, infrastructure, and (as importantly) its expertise, the Folger is an ideal partner for digital research and should perhaps be more pro-active in seeking out relevant projects and initiatives.

The question calling for suggestions for future scholarly communications is a tricky one. Like students, scholars are reluctant to create yet another user account on yet another communication system or service simply for one purpose. Not everybody blogs, tweets, or uses Facebook. The best approach is to use existing services that everyone routinely uses. For this reason, I think an email mailing-list managed by the Folger is the easiest and most practical option.

As above, I think it's difficult to ask scholars that don't ordinarily blog to contribute to a blog. Such things don't grow organically and fail to gather momentum on their own. A mailing-list would allow us all to keep in touch with one another, to pass on interesting announcements/ links/ articles, etc. Another option might be to take a more formal approach — to produce an article or edited collection of work coming out of the institute, to sponsor special sessions at the SAA/RSA/MLA meetings, etc.

As a non-US citizen, I was honored to be included in the institute. The experience was invaluable, and has left me with new friends and colleagues from around the world. I applaud and thank the Folger for hosting such a magnificent event, Jonathan Hope for organizing the program, the visiting faculty for their time and expertise, and the NEH for funding such a forward-thinking, innovative event.

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This institute was a terrific collaboratory and venue for discussion. I now have a support network for digital projects, many clues as to possible directions, and many great ideas. Since the seminar, I have felt far better equipped to convert interest into research directions and practice. I don't know that we met our charge of accomplishing substantial work within the seminar itself, however. Final presentations tended to present work that was already accomplished.

Overall, the approach to engaging participants was quite effective. The knowledge density did fall off towards the end: I zoned out during a few of the skills presentations. As Joe put it in conversation, I would have liked to have worked harder. The initial pace of readings and projects was wonderful, but it slowed to a crawl later on. Some of the sessions felt more like demos than solving real problems.

Everyone was a delight. It was terrific to have Folger staff, visiting professors, and various others join us for what sessions they could make. We were wonderfully accommodated, from creamer for our coffee to technical support. I don't know that we quite hit the right balance of critique and practice: the two modes seemed separate in our discussions. I often found myself circling back with colleagues to have conversations that didn't quite work with our discussion. I wonder if we could have alternated theoretical and practical concerns, rather than beginning with readings by Matthew Jockers and then moving towards an emphasis on tools. I had hoped to return to Jockers, reinvigorated by our discussions. Similarly, I think Hope and Whitmore's work might have been better as a recurring topic, rather than compressed into the closing week. We didn't do justice to its complexity.

Corpus linguistics didn't sit well with other digital approaches: I wonder if we needed more background reading on early modern linguistics. The various EEBO related sessions worked brilliantly, independently and together. WordHoard was also useful (and nearly sparked an initiative itself). The TEI conversations dragged quite a bit: out of class work would have helped significantly there. The individual presenters are all amazing, but I'm not sure we used them to best purpose. The Organizing Digital Projects sessions didn't work, but offered an interesting venue for us to meet people whom we could question after the event. I would have enjoyed some project work with the tools discussed in the third week: I still don't know how to POS tag (though I know how to learn).

As above, the Folger was an ideal hosting organization for this conference. Every need I had was met, often in advance of my realizing it.

The ambitious scale of this seminar, combined with its openness to inexperience, was absolutely fantastic. I believe the Folger's mission should be precisely this type of work: opening up new research methods to a variety of practitioners. Other places can do technical training and more targeted work. I'd love to see a more focused drama seminar, though. Perhaps one in which participants shared a dramatic focus, but many speakers came from different approaches?

I'm all ears on this. Glad that Owen has sent us a couple of emails: it's nice getting everyone's take on DHThis, for instance. I'm populating my Twitter list. But I'm eager to learn from what y'all do.

I think we should reunite in meatspace somewhere: I'm looking forward to arguing and learning from this group for years to come. I'll contribute where I can, but I'm more planning to learn from others.

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Overall, I was spectacularly impressed by EMDA. Having never taken part in any NEH IATDH events before EMDA, and never having visited the Folger, I was unsure what to expect. Both the Institute (in terms of faculty, organization, and participant selection) and the Folger (in terms of staff engagement with EMDA, providing facilities and material, and general support) far surpassed my expectations. After attending similar events in the form of the Digital Humanities Summer Institute (at the University of Victoria) and the Digital Humanities Winter Institute (at MITH at the University of Maryland), EMDA was both an amplification of those intensive experiences and a move towards a more deliberate consideration of what the digital turn means for early modern studies.

The most important effect I can see from EMDA is that it helped to produce a core group of early modernists invested in engaging with the digital humanities and early modern studies. I tend to think of the majority of scholarship as a community endeavor, whether that community takes shape around collaborative projects, multi-author articles, or the more traditional back and forth of scholarly peer review and publication. In that context, and intensive three-week experience like EMDA is invaluable in producing a scholarly community in which I feel at home. Especially as a younger scholar whose work moves between early modern studies and digital humanities, finding such a research community can sometimes be a struggle, meeting the folks at EMDA who are also working along and over this divide is simply wonderful.

In terms of personal research, EMDA helped me to gain a much better understanding of the tools I use on a daily basis, including EEBO, the Oxford English Dictionary, EEBO-TCP, the ESTC, and so on. I feel like there are few individuals who seriously interrogate these basic resources that are often used by today's early modernists, and I think that EMDA did a great job of recruiting those individuals as faculty members.

Beyond understanding those tools better, I have also gotten access to a variety of data that would otherwise have been out of the question, it seems. This includes the ESTC MARC data and the EEBO-TCP corpus, for instance. Those to bodies of information alone might lead to all sorts of interesting analyses. Since one of my hats is as a digital project manager in the middle of a large Mellon Grant, discussing my project with the EMDA group, visiting faculty, and Folger staff was a great experience. EMDA has, in effect, allowed me to recruit, informally, a very knowledgeable group for future peer review, project contribution, and so on. Even informal discussions in the future about my projects will, I think, lead to valuable insights.

I thought that EMDA balanced these two approaches well. As I've mentioned, most of my involvement with intensive programs like this have taken the shape of week-long training institutes in digital methodologies. EMDA very much tilted in the other direction (towards discussion), which I personally feel is almost more important when it comes to digital studies of literature because it is so often ignored. In other words, there are lots of workshops on using EEBO and the ESTC for instance, but relatively little sustained discussion of their histories, structures, codes, etc.

What set EMDA apart from most other experiences was this focus on considering digital tools and the possibilities they carry rather than learning how to build and use tools. I think both are important, but the digital humanities community, at least, tends to privilege making and using rather than reflecting intensively. It did seem that the group became more splintered as our discussion of tools moved past EEBO and the ESTC. Things like DocuScope have been encountered by relatively few people in their daily research. I work a lot with tools like that, so it wasn't an issue for me, but it seems like those who didn't have experience using digital tools in the course of their research spent more time understanding how the tools was working rather than in intensive critical discussion. Whether comfort with unknown tools might be encouraged by brief workshops in smaller groups, which then come back together for group discussion, would work well or not, I don't know. Either way, it didn't really impact my experience.

I think Jonathan Hope did a great job. In many ways any group like this is going to be hopelessly diverse, so the fact that our discussions were productive and interesting is a credit to his efforts when it came to selecting participants and setting the agenda. I did think that it showed, sometimes, that the institute had a linguistic rather than literary bent, but I'm by no means convinced that's a bad thing. Given the ignorance with which many of us approach computational linguistics, I personally found it very interesting to think about how such methods might impact and influence what would usually be considered more "traditional" literary critical analysis.

I thought the faculty was great, Ian Gadd and Marc Alexander, in particular, were engaging and illuminating presenters. My only suggestion is to perhaps have another faculty member or two focused on media studies, in the vein of Wendy Chun. I'm familiar with her work outside of EMDA and thought that, primarily because of our limited time with her and her appearance on the first day of the institute, we didn't get to nearly the meaty subjects I assumed we would. Someone like Matt Kirshenbaum from the University of Maryland would be great, for instance, and able to talk about materialist bibliography in the digital context. Paired with someone focused on early modern textual studies/book history, he would make a great day of discussion on materialities.

I was impressed with the range of participants selected for EMDA. As a graduate student, I was a bit surprised to be chosen, actually, but I think I made a contribution to the group. The range of participants, from graduate students to well established scholars like Lynne Magnusson, helped to create a communal atmosphere of inquiry.

I found the scope more or less appropriate. As I mentioned above, I would have appreciated a bit more of a focus on media studies & the materiality of digital/analog texts, but that is a small suggestion rather than a systemic issue with the program. I did feel that the last week could have benefitted from a bit more of a focus on analysis of digital texts. In other words, there seemed to be a definite movement during the institute from accessing sources to creating scholarly resources to using them, but we didn't really engage with tools other than Docuscope or Marc Alexander's visualization stuff. Ian Gadd's discussion of EEBO and the ESTC was phenomenal and should definitely be part of any future programs like this. Mark Davies' corpus analysis stuff was also brilliant.

The Folger was very kind to us and incredibly supportive of EMDA. The board room got a bit stuffy, but I think that was unavoidable. It also did not go unnoticed that the Folger opened up its kitchen to us and provided coffee and tea to us during business hours. :)

Owen definitely had things well in hand during the day, and was responsive to our random requests throughout the institute. Julie, Meredith, and Elyse were always ready to lend a hand and help us to keep our folders and various bits of paperwork straight — not always the easiest task, as I know from experience. Aside from a few wireless hiccups, I (shockingly) had no technical issues. And if we did, Heather Froehlich was always there to help.

I did not take advantage of the offered housing, mostly because of price. I assume the options in DC were rather limited for the time frame, but the price was a bit outrageous, especially given the conditions of the housing (based on conversations). I know much of that was out of the Folger's control, but I think it really impacted the half of EMDA participants who were in GW housing.

Based on my conversations with Eric Johnson, the Folger already has some idea of how its upcoming digital initiatives will take shape. Based on those conversations and others among the EMDA group, I think the Folger could emerge as *the* hub for digital work in the early modern period if it is prepared to be proactive about doing so. Doing so could involve several agendas:

1. Becoming a resource and distribution hub for digital projects in the early modern period. This could range from basic hosting for limited scope projects that cannot find a home at a university or within a department (an endemic issue) to complex project support for major projects to providing a simple clearinghouse/list of existing digital projects. There is a very real need for a centralized directory of projects that would be of use to early modern scholars. EMDA has started to do this on our wiki space, but the Folger is a much more recognized brand and could serve as an authoritative listing (without reviewing, necessarily) of such resources.

2. I would turn EMDA into a semi-permanent standing working group on these issues, similar to the Scholarly Communication Institute based out of the University of Virginia (http://uvasci.org/). In the same way the SCI has taken it upon itself to engage with scholarly communication practices in the digital age *on behalf* of the academy, the Folger could take on the issue of early modern studies in a digital age, broadly construed and widely publicized. SCI issues whitepapers, contributes to debates on graduate education, hosts several meetings a year on specific topics, and so on. I can literally think of no other institution better suited to undertaking such a role.

3. Alongside such a permanent interest & working group, convene EMDA-style seminars on digital issues in early modern studies. Some of this might replicate portions of EMDA, but overall they could be more focused and of shorter duration. One on EEBO, ECCO, & the ESTC, one on visualization programs, one on building scholarly editions, etc. Those are just off the top of my head, it really seems like the Folger is poised to intervene both technically, by providing project hosting & support under Eric, and culturally, but becoming a locus of this type of activity. The second is always far more difficult than the first, in my experience. I also think the Folger should, if they decide to host another variant of EMDA, have a more defined plan for a digital footprint and/or documentary afterlife.

I really think this a question of infrastructure, and how far the Folger is willing to go to make itself a digital hub. Based on Katherine Rowe's presentation, conversations with Eric, and the presentations by the Folger Digital Texts team, it seems pretty obvious that big things are in the works for the Folger's digital capacity. From my perspective it would be ideal for the EMDA group to be involved with those initiatives in whatever way would best serve everyone's interest. That might mean an active listserv for Folger Digital Initiatives, or the active pursuit of conference panels at RSA, 16th C Society, MLA, AHA, and so on centered on digital infrastructure, or full blown planning meetings & workshops to actually build a digital space at the Folger for this type of work.

As I've said elsewhere, I think the best thing the Folger can do to encourage future collaboration & communication among EMDA participants is to guarantee a space for discussions to happen, actively engage participants in future digital endeavors, and consider future planning and agenda setting meetings. Perhaps a conference in DC centered on "Early Modern Studies in a Digital Age," or something like that? And a CFP that makes clear you are not looking for project demos or even necessarily critical research undertaken with digital tools, but a conference centered on inquiring how the field of early modern studies is changing in the

face of the digital turn and the research opportunities that will and has engendered. I would certainly want to attend, as would many others, I think.

I think the Folger should commit to hosting, at the very least, a wiki space for the documents and materials that came out of EMDA. I know a number of us have been contributing to Jacque Wernimont's EMDA wiki, but that is on her personal server and has some technical issues. Although the blog space was great, its early hiccups really killed its effectiveness as part of the EMDA documentation. I don't think that's anyone's fault and these things sometimes happen. I believe that it will take the Folger organizing an afterlife to ensure that one happens.

Many of us are very determined folks, but we are busy and the next academic year is quickly approaching. Most of us don't have time to build infrastructure for something that seems like it might eventually fit in with the Folger's mandate anyhow. It might also be worth considering publishing some collection of pieces growing out of EMDA, whether that is exploratory articles, traditional academic articles, something like conference proceedings, or whitepapers. As someone who works primarily in digital humanities, I know that those types of publications are *used* when undertaking research or building publications & projects. Such a dead tree publication could be replicated online in a centralized space and serve as a catalyst for the wider community.

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I was extraordinarily impressed by the EMDA institute across the board, from the caliber of the participants to the savviness of the organizational scheme. The level of discussion was higher, sharper and more consistently insightful than just about any other conference or seminar I have known. This was all the more impressive given the durée of the endeavor – folks remained engaged, focused and energetic throughout the three weeks. I learned an enormous amount about DH itself, and my participation in the institute has sparked a new (and still nascent) web project distinct from that described in my initial proposal as well as rewarding professional connections. The institute has enabled me to incorporate DH into my teaching at the undergraduate and especially the graduate level in a substantially new way, not least by using or adapting the highly effective exercises and methods I picked up from Jonathan Hope and others. Finally – and in a way I had not expected – the institute led to highly productive conversation about the state of early modern studies generally, not least due to the length and depth of the design: this was an important moment not only in DH methods but across the field, allowing a rare, substantial re-assessment of what is now at stake in early modern studies.

Programming and scheduling were well-balanced in this regard. I know that some participants would have appreciated more time in the collections, though this was less of an issue for me since I am based in DC and have regular access to the Folger. It may have been good to incorporate a more self-directed archival component (so that, for example, participants identified an item in the collections themselves, examined it over an afternoon, and gave a brief (5-minute) report to the group about DH issues or questions that it raises, followed by discussion). The small group work was effective, and it actually might have been good to include one additional, more directed small group session (say, a small group discussion of a particular Folger holding). But in general I think it was a good idea to place the emphasis on the large group – the level of intellectual energy in that setting was extremely unique; that's where we did our most productive and wide-ranging methodological thinking; and Jonathan was right (in my view) to take full advantage of that large-scale, unique discussion, which really allowed for the most ambitious agenda-setting style of thought.

I have already shared my high opinion of the work of Jonathan Hope and the visiting faculty.

The overall scope, in terms of broaching key methodological issues across EM and DH studies, was rightfully ambitious and broad-ranging, as I've said -- though I'm going to use this space to hone in on a particular issue of scope and methodology that was particularly noticeable from my perspective.

There was a lot of emphasis in the seminar on quantitative methods and visualization. This is, generally speaking, in keeping with trends in DH – but one conclusion I have drawn is that there was not enough emphasis in the institute, just as there is not yet enough emphasis in the field, on what I'd term 'multi-modal communication.' By this I mean to include changing methods of scholarly publication (from web projects to changing article and book formats), digital curation of early modern texts (envisioning and hearing textual variants, musical settings, historical images, etc.), and creative or interactive web projects with blended pedagogical and scholarly valences.

I was particularly attuned to this issue because my own research focuses on sound studies, which has often been neglected in DH work on the early modern period, but the issue I'm raising is broader than biases toward the visual. DH practitioners of this period (and, in fact, in DH work on English literature pre-1900 more generally) sometimes take large-scale, quantifiable, text-based data, and analysis of that data through visualization software, to be the central promise and preoccupation of the field. I admire much of the work in this area and was keen to learn about it – especially since Jonathan Hope and many of the visiting faculty members have so much expertise. I recognize, furthermore, that even a lengthy three-week institute should delimit its inquiry enough to allow a genuinely substantial and rigorous examination of an important research area, so that we actually arrive upon something substantial and rigorous.

I would want, however, to advocate for future programming in what I'm calling multi-modal communication. This institute started with an extremely rich and rewarding discussion of the broad methodological problems that connect to DH, with visiting faculty Jonathan Sawday and Wendy Chun (these sessions were, for me, a real highlight). Discussion then moved quickly to textual studies and scholarly editing, where it stayed for a while, then jumped toward big data and visualization. The mantra that emerged – a joke, though one with some genuine purchase – is that there is a threshold of "good enough" for DH practitioners, and that it is okay to jump into the work we want to do after some due pondering of the broader methodological problems at stake. There are other ways of thinking about this juncture, though. A full acknowledgement of the biases inherent in many quantitative methods, misconceptions and assumptions surrounding the reliability of big data, the problematic emulation of pseud-scientific methods in the humanities (to name a few issues) might lead to discussion of other kinds of work in DH that respond to these problems or frame the distinctively "humanistic" dimension of DH endeavors differently.

That's to say, the institute's movement from methodological skepticism to DH practice had me thinking about other directions to jump, or ways to make the jump to practice feel less abrupt. We were fortunate to have Kathy Rowe's invaluable perspective far beyond the period of her "organizing digital projects" presentation, since she is a key leader in areas of scholarly communication and digital curation. Had Kathy been allotted more time, I think we could have delved more deeply into issues ranging from the "publics" of scholarship, to digital access and pedagogy, to changing and creative modes of scholarship that include but are not limited to the digital. To take one example, we might have discussed the class implications of digital tools, especially the iPad for which Luminary apps are designed, since I never expect students in the state university where I teach to own a personal computer, let alone a specific Apple product (these kinds of access questions underlie how we think about digital literacy). Or, a related example: we didn't spend much time on questions of 'blended' and 'flipped' learning, despite their obvious topicality – and these not just pedagogical issues, by the way; they invite discussions of the changing nature of scholarship and its engagement with varying communities.

There's a path untaken here, then, from broad methodological issues and textual studies to inter-media digital curation, performance studies in digital environments, and other interactive and creative web projects. I felt that we stalled a bit after the first several days of our bibliographic and textual focus, as though the natural result of this work was the visual display of text on screen, at which point we could move on to big data and visualization. I mention Kathy Rowe's work as relevant to other ways of approaching this juncture -- so is Ellen MacKay's, and Ellen's poignant final presentation about breaking down barriers between scholarship and curation helped make that clear. If the Folger would like to pursue such lines of inquiry in the

future, I'd note also that Sarah Werner is widely knowledgeable about these issues and well-connected to the array of DH projects moving from textual studies into innovative curation environments.

Once again, let me emphasize that it was precisely because the institute opened with such a provocative and broad-ranging gambit, and continued to inspire and actively solicit alternative perspectives on the state of the field, that I found myself reflecting on what was missing. What's more, my sense that issues of multi-modal research and communication warrant further inquiry has sparked a new/clarified direction in my own work in an extremely helpful way. In the short term, my developing interests in this area have resulted in an invited lecture to a DH and early modern studies colloquium at Rutgers, where I'll give a paper called "Multi-modal Sidney: Digital Curation and Early Modern *Poïesis*" – using ideas about digital interfaces with early modern texts as a means of exploring the inter-media working environment of the Sidney Circle. I'm going to continue thinking along these lines in an MLA panel called 'Early Modern Media Ecologies' – my work in the institute has reshaped what I had initially planned to do here. And I'm going to start work on a longer-term web project called 'Early Modern Songscapes' intended to leverage some of my methodological preoccupations from the institute into a concrete DH endeavor that will provided a deliberately fragmented map of, and multi-media interface with, early modern song culture on the stage, at court, in outdoor entertainments and in domestic environments.

The Folger approached the entire institute in such a professional, resourceful and intelligent way: the commitment and talent of the staff involved was extraordinary. Owen Williams will, with his characteristic *sprezzatura*, wish to give credit to those more behind the scenes, but his sharp, generous and indefatigable presence throughout the institute and at every discussion and social occasion had such a positive impact on the entire experience that I have to single him out.

I address this question in my comments above: my points about multi-modal research, curation and innovation are intended as a suggestion for future initiatives. For example, a Folger Institute seminar along the lines of 'Multi-modal Scholarship and Digital Curation.' The other relevant observation I'd make here is that "digital humanities" does not really encompass "media studies," even though there is considerable overlap. A graduate seminar on media theory and the history of media and technology as it pertains to Renaissance literary studies would be a nice way to pursue this cognate strand of inquiry.

It also occurred to me that an exhibition featuring some aspect of multi-modal communication during the early modern period itself might be a nice complement to the timely and innovative initiatives the Folger is pursuing in DH. Treatises on numeracy contextualized in the history of "digital information"; poetry that invites audition and musical setting; moments in romance or drama or pageantry (from Stephen Harrison's *Arches of Triumph* to Spenser's House of Busirane) that are fully contiguous with visual culture; the list could go on.

As far as potential directors, I mentioned Kathy Rowe. At some point down the line I may propose a Folger Institute graduate seminar on media theory and early modern studies, which (together with music and sound studies as they pertain to literature) is my research specialty. I should also say that as a local faculty member I would always be happy to consult on an exhibition, especially if you are looking for correspondences between musical and literary texts in the period.

We had discussed the possibility of a reunion meeting of some kind – say, in one year or two – this would be a valuable way to continue momentum and consolidate its impact on the field. Daniel Powell had some excellent ideas on the ways in which the Folger could help host our ongoing web presence, and I know he had talked with Eric Johnson about this – my feeling is that it would be good to continue to seek Daniel's input on this subject.

I mentioned having been invited to participate in an upcoming colloquium on DH and early modern studies at Rutgers: Dan Shore will also be participating (along with Elliot Visconsi). The event will run Friday

afternoon, November 8 from 1-5pm. I don't see an advertisement yet, but one will eventually appear here: http://cca.rutgers.edu/index.php I also mentioned an MLA panel that will take up some of the ongoing concerns of the EMDA Institute; I have invited participants to come and to use it as an occasion to continue our dialogue: http://mediaecologies.commons.mla.org/ The EMDA institute will have a big impact on how I teach a graduate course slated for the spring, 'Early Modern Media' (ENGL 719A at the University of Maryland). I spent some time adding/updating links on our Wiki (http://www.countingthedead.org/EMDA/) -- which sadly is down right now (!), underlining the point that the Folger would be an invaluable resource for hosting this kind of endeavor. I have not yet begun my 'Early Modern Songscapes' project in earnest, but at my hope is that it will eventually feature here: http://mith.umd.edu/

I wish to underline my sincere thanks to the Folger for its genuine vision in this research area – the collective feeling of excitement and innovation of this Institute has been so impressive and unique, and I am really grateful to have had the chance to participate.

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EMDA was one of the most formative experiences I have had in my (albeit early) professional life. With regard to my scholarship, I think that the greatest contributing factors to my future growth are the connections that I made with other early modernists. Just coincidentally I was able to talk about my non-digital dissertation and book project with a scholar whose work has been an indispensable resource for my own. The encouragement I received about a project that I've practically left behind meant a great deal, and this will translate into spates of productivity in the coming months. (I still have to carve out room for my "traditional" work these days, as I'm more "alt" than "ac".) Additionally, I have been invited by another EMDA alum to give a talk later this fall. As but one more immediate, practical example, I'm working with another EMDA alum to propose a panel for DH 2014.

A word about my current work: I am charged with helping faculty design and implement digital projects of all sizes. Moreover, these projects are to be fundamentally folded into their teaching. I find myself in conversations about ideas for which I am expected to provide a spark and a plan. It is a credit to EMDA's scope of topics, discussions about digital methods, and introductions to (and critiques of) various approaches and resources that I am more prepared to have these conversations with faculty than I was before EMDA. Even though the subject matter is varied in my current position--not all literary, much less early modern, in focus--I am nonetheless aware of the *ways in which* I should be thinking about these projects. I might have to go elsewhere for specifics, but I know the kinds of questions to ask. That said, much of my job is about project organization and management, about which there was little conversation at EMDA. The more we build, the more we need to be thinking about projects' longevity and living arrangements from the start rather than as an afterthought to the idea.

Regarding digital projects, I have at least two that are in development or planning as a result of EMDA. As with my other scholarly work I'm having to carve time for these out of my current work schedule, which is only to say that I might be slower getting these off the ground as I'd like but continue to work on them as time goes on.

And, finally, with respect to teaching, I can only speculate on the results because I don't anticipate being back in the classroom in the near term. Nevertheless, I am confident that I could design a course on DH that is either general or specific to the EM period. In fact I anticipate having the chance to work with students in informal instructional settings and will certainly be able to draw, piecemeal, from the various bits of knowledge I have gained at EMDA.

I think that this approach is wonderful. Speaking for myself, I had been thrust into (in fairness, I in part thrust myself into) the DH world, and this was a great opportunity to pause and think more deeply about

resources and methods. Perhaps, though, more hands-on time would have been helpful. Perhaps unstructured hands-on time would have allowed us, after, say, the first couple of days, to establish a THATcamp style of organization whereby we cluster around individualized(-ish) experimentation groups. The beauty of the arrangement was the eclectic group of scholars and skillsets, but the days were long and left little time to draw on those experiences and skillsets. Maybe another way of framing this is to think back to the application, and rather than addressing the question of what an applicant might bring to the table in general terms, the application could ask "What [thatcamp style? 30-minute?] session would you like to lead?"

I want to transition to the question of specific aspects of the program by building on my last point about drawing more fully on individuals' expertise. I have the sense that this sort of thing happened and that it happened organically: I imagine this to have been the goal of putting folks in a room together. But it happened at the expense of one's off-hours, during lunch, perhaps, or after we broke for the day. When I was not in sessions I was often working on my day job. I wasn't able to just leave it behind but, rather, had to do it from afar. If a couple (or a few) hours per day--probably at the end of the day--were devoted to hands-on, organically grown pursuits of one's interests (learning the basics of Python, e.g.), I think that the days might have been made to be about as productive as possible.

This brings me another brief point about organization, one which I'm sure has been mentioned. The sessions after tea were often tough to get through. Especially near the end, the quality of *my* brainwork dropped precipitously after 4pm. I wonder if allocating that attention elsewhere would have been better, or if shorter days are the answer. Ending the official day after tea might, I suppose, encourage folks to stick around if they're interested. The director and the visiting faculty were all wonderful, of course. As a junior scholar who is even more junior in terms of digital acumen than many who were in that room, I treasure the unique opportunity to be in conversations with folks who have thought deeply (and prominently so) about the issues facing the field. I appreciated the disagreements that would creep into the space as well, and though I rarely felt fully-equipped to enter the fray it was valuable to see the kinds of questions that we ask of [digital] scholars[hip] take shape in that room. One last point is that I personally love visualizations and want to learn as much about them as possible. I also think that they're effective ways of communicating the digital work that we're doing, at least this is the case when they're done well. If it's the case that folks in thos we were a roomful of makers and doers, it might have been good to walk through a viz, to see it built from the ground up. I think ties-in with my other point about more doing, but it might also simply betray my personal interests.

I think that the scope was indeed appropriate in terms of topics, their variety, and the associated (often) tools. This, though, is variable: I think that the program could be effectively run with a completely different array that also would have been perfectly appropriate. This, I think, speaks to the second point about relevance to EM studies insofar as one of the great things about our field (and this isn't unique to EM, I suppose) is that there is a wide range of topics and tools that *are* relevant to our work. From the book historical side, e.g., we can talk about analyzing both content and structure of EM printed books and manuscripts, even as we talk about digital resources like EEBO that deliver surrogates to us. Personally, I love anything that’s about visualization. I would have liked to have seen more of the backend of visualizations. We saw a lot of this with Jonathan's and Michael's work, but a lot of their work is the upper end of what's achievable. (For some non-linguists, I'd imagine, this kind of work would have appeared unachievable.) In some way, though, I think that seeing data at work is exciting and important to include, building on an earlier point, though, there might be additional examples with lower barriers to entry.

The Folger is the right place to have this kind of a conversation as the field of early modern scholarship turns toward digital modes and methods. Meeting in the board room could get oppressively hot at times with all of those bodies, but this is not to say it was a distraction for me. Everyone with whom I interacted--in the program and on the periphery--was incredibly helpful, when needed, and generally wonderful otherwise. I think that the only computing problems, for me, occurred early in the program and they were quickly remedied. I think that, between Heather Froelich and others in the room, no problem was too great. The housing (at George Washington) was incredibly convenient and the coordinating efforts are

most appreciated. Providing basic necessities, e.g., was not just thoughtful but imperative for so many traveling by plane and unable to otherwise acquire temporary (say) pots and pans. I imagine that this was an exceptional value in DC, as well. My only complaint--and I'm really pretty tolerant of most housing situations--is that it was just dirty. It took much of the stipend and thus robbed from things like food and flight costs, and if I were *choosing* to sacrifice on housing, I would have chosen a different budget location.

We started this conversation on the Folger's own digital agendas a little, I think, with Eric Johnson, but in the way that the Folger is the correct place to host EMDA, it can also be a central *site* that encourage the construction of digital projects. This is to say that an early modern digital projects hosting service--not charged with the upkeep of projects, just of the servers/VMs that hold them--would be a real boon to folks who don't have library systems or IT/Ed Tech teams able to help with hosting. Again, with regard to these questions of infrastructure, it might be useful to explore the ways that early modern projects might have specific project management needs. If they do, then the Folger would be the proper venue for workshops on best practices for managing EM projects. (Even if not, this would be a valuable service.)

Some future scholarly communications are happening organically as a result of putting folks in the same room for three weeks. It seems as though the places in which we're reminded of our peers' work are conferences, and these are often when collaborations grow. It's that annual touching base combined with the intellectual energy of the conference that spurs ideas and collaborative projects. Perhaps, then, the Folger might host or sponsor EMDA conferences and colloquia that are multi-day events bringing EM DHers together in the same space, each with scholarly projects and goals to present. It's this last bit that differs from reunion as we've talked about it (informally): I think it's when we're working--and not retreating from work--that good (work-related) things happen. I have no data to back this up at all, however. Alternatively, Folger-sponsored activities at existing conferences. I'm not talking about the Malone Society Dance, but maybe a guerrilla lightning-talk panel. I know that Mike Poston and Rebecca Niles had space during a session a couple of years back at MLA to talk about Folger Digital Texts, maybe just grabbing that kind of timeframe and space and filling it with munchies and lightning talks would be productive?

I think I've spoken about the afterlife in various ways. I aspire to have projects and assignments that would be useful to an EMDA crowd (or to a crowd of folks interested in using EMDA's resources), but it'll be a while before I have a product. You can bet, though, that I'll be in touch. I should say that there *should be* an afterlife. There are plenty of early modern scholars who could benefit from this and the potential topics and tools shift almost daily. I would imagine that putting this on every three-five years would be most fruitful.

I'd like to express my gratitude to all involved, but especially to Owen and the crew. The program was thoroughly organized and the appearance of being virtually without snags. I've also included my name only because I'll be happy to answer any other questions.

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EMDA fortified my resolve to push forward with research that tackles early modern questions by digital means. It is not overstating the case to say that it persuaded me I could find an audience, and thus lit the fire in me to move forward with my boldest claims. I returned to my home institution and began a digital visualization project that I hope to have ready for presentation by the spring of 2014, I have started reaching out over Twitter to scholars whose digital agendas seem to overlap with mine. This move toward aesthetic practice--rather than media critique--is a leap into the unknown, and I never would have done it without the confidence I gained at EMDA.

As for my teaching, EMDA has made me much savvier about the ways EEBO and other textual corpora are best put to undergraduate use. And it has made me more electronically social, which has proved a real boon both with my students and in my research.

The switch between critical and practical approaches was crucial to our success. I loved the exercises that exposed our various weaknesses and strengths. The cataloging exercise and the very mixed success at TEI were valuable reminders of the variety of approaches and interests we brought to each task, notwithstanding our shared field interests. Also extremely valuable was the mixture of expertise among the participants, which meant that the ability to practice and critique was not predicated on any particular training or skill.

From the moment I began preparing my application to our final banquet, I was dazzled by the richness of the syllabus, the astonishing array of visiting faculty and the breadth of readings, and the depth of expertise both backstage and at the front of the room. EMDA was a staggering organizational feat undertaken for the purpose of bringing the most qualified experts together to shape our understanding of the early modern digital landscape. It all went off without a hitch and unquestionably to our collective betterment. Kudos to everyone for magically making it happen.

My favorite visiting speaker was Wendy Chun--given my broader critical interests, this was bound to be true, but she really did a masterful job of bringing out the stakes of digital history. Alan Galey is brilliant, and I learned something whenever he spoke. His elegant representation of textual variance was the highlight of the workshop. Jonathan Hope and Owen Williams were tireless and fearless leaders. And it was especially impressive to find so many Folger administrators present at our discussions, including Sarah Werner and the director, Michael Witmore. It was clear throughout that our questions were their questions, and that the workshop had been assembled with the aim of developing an even stronger, more forward thinking digital profile at the Folger. It was an honor and a joy to be part of that agenda.

Looking under the hood of EEBO was alarming but deeply necessary and the TEI work made many things clear to non-coders like myself. I could have happily transitioned from text-based analyses to the digitization of visual/material archives thereafter (that is, after the first two weeks), but I was in the decided minority. I would not give up my text and language-based work for anything, but I think another EMDA track might emerge that looks almost everywhere else.

The Folger and its extraordinary staff were gracious and generous and excellent in all respects. By the end of the workshop I think we were all a little befogged by the cumulative and simultaneous screen time, but short of an auditorium environment, I am not sure how the presentational space could have been ameliorated. The dorm housing wasn't ideal, but the location was, and I was very glad to be able to work at the GW library during the evenings/weekends. I especially want to note the several receptions hosted by Jonathan Hope as wonderful opportunities for sharing interests, questions and goals. These had the effect making the program a welcoming and friendly environment from the get-go.

I think the Folger will need to be open to a wide array of possible agendas, now is the moment to become involved in some potentially transformative initiatives. From my point of purchase on the discipline, theatrical conservation by digital means is a huge field waiting to happen. Digital records and relics of current and long-gone performances are proliferating everywhere, while digital simulations of past theatres are being rapidly developed. The question of what can now be preserved, curated and re-encountered is a huge one, and invites real reconsideration of the theatre's evanescence, immediacy, liveness, etc--which is to say its defining traits. Because the Folger's holdings are so rich in this area, it is an institution that could move the discipline forward from the usual divide of archive from repertoire. Doug Reside, at the NY Public Library and member of ASTR, might be a good person to involve in an EMDA event on this topic. Lots of theatre theorists, media theorists, informatics/digital design folk and theatre practitioners would wish to join in.

I think we need to meet again in the summer of 2015 (or so). We need sufficient time out to work up some expression of our (reshaped) agendas. But we also need the opportunity to then explore and discuss them collectively. Nothing will assure future collaboration so strongly as a future convening.

Honestly, I think you should compel contributions of some sort to create an afterlife. We are all terrible at volunteering information, but we really need to keep track of one another and show our work and pedagogical strategies. Make contributions the prerequisite for a reunion. Then we will all participate! One suggestion: it might be worth keeping a map of each participant's subsequent talks or presentations on subjects related to EMDA, and not merely for social reasons. I think the dissemination of EMDA-inspired thinking could be made usefully visible. Plus it would be a fun and pretty GIS project.

Thank you. It was a tremendous experience.

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The overall experience was truly outstanding. It is already having an effect on my teaching, as I work to integrate at least some basic hands-on experience with computer-assisted text analysis into my current graduate course on Shakespeare's language. I have had students experimenting with one of the simpler browser-based programs -- Voyant Tools -- developed by Stefan Sinclair at McGill and others -- and will move on from this set of tools that emphasizes vocabulary frequency counts to some use of WordHoard, which is slightly more complex and potentially useful for grammar/syntax, since it works with syntactically tagged texts. The EMDA Institute has also given me the grounding I needed to build use of digital text analysis into my research, beginning with the project on early modern grammatical moods and modality which I outlined in my application. EMDA hasn't made me an expert, but it's given me the knowledge to find what I need to move forward and the confidence to do so. Based on my EMDA participation, I have been invited to Newcastle, Australia in June 2014 as a speaker/session leader in a workshop/symposium run by Hugh Craig where we'll look at integrating computational stylistics methods with interpretive work. I'm also registered in Jonathan Hope and Margaret Tudeau-Clayton's SAA seminar on "Shakespeare's Language: Close and Distant Reading," where I can move forward with the specialized part of the EMDA offerings that I'm most interested in. In addition, re pedagogy, I've always focused in teaching in the last couple of years on introducing students to EEBO, and now I have more knowledge to bring to the discussion.

Outstanding on the two scores of effectiveness in engaging participants in critical discussion and hands-on interaction with digital collections and tools. As someone coming very much from outside the Digital Humanities fold (and intending to stay outside in the sense of not shifting my focus to that as a separate field), I was very interested in and very impressed by the level of *critical* and thoughtful interpretive discussion. I think this is partly because of the Folger's outstanding system for selection through an application process in bringing a group of interlocutors who have a lot to add from diverse perspectives together. It was wonderful to combine this with "hands-on" interaction. I thought it was wonderfully instructive to pair manuscript transcription with TEI encoding: for an "outsider" like me, it really enabled me to see a scholarly link between the two apparently very divergent practices. Of course, we covered so much territory that I felt a bit overwhelmed and not able to "master" much of it -- Jonathan's "Good Enough" Diplomas were a brilliant and witty way to sum this up. But I wouldn't have missed one bit of the hands-on part. While I can't do text-encoding, I now really know what it is and what it is needed for. While I didn't master all the text-analysis methods we glimpsed at, I got enough to map out for myself a set that I wanted to go on to explore in detail. I am so grateful.

The director, Jonathan Hope, was terrific. He made a lot of space for us to proceed through fantastic interactive discussions, and when he contributed, he was provocative ("there are no words"?), interesting, knowledgeable, and inspiring. The astonishing gang of visiting faculty made for an absolutely terrific resource and variety of approaches. I so much wish we'd had more of Martin Mueller (due to my own interests) but I wouldn't want anything taken away. And what an absolutely fabulous group of (mostly) young colleagues with a wide set of expertise and interests to interact with. I couldn't believe the kindness of the participants, who unfailingly offered my help when I couldn't grasp things as quickly as some, given that I was probably the least DH-oriented participant. And Hooray for Heather, our computing linguist, who was a lovely addition and great help. All the topics were germane and exciting.

As I've said before, I thought the range was outstanding. While I am not so keen on visualizations and the mechanics of big projects as on other topics, I am glad I came to know about them and they were clearly critical to others. I loved the integration of serious scholarly Folger resources with the digital (rare books and EEBO, manuscripts and encoding, even collating machines & computers. And Alan Galey's look at the early Hamlet variorum-like volume in relation to digital editions.

The host institution was outstanding. First, the Folger staff members at every level are absolutely terrific. Thanks so much to all of you for providing such a stimulating program and for making sure everything went so wonderfully smoothly -- Kathleen, Owen, Elyse, the interns & everyone, the library staff on that amazing EEBO-rare book morning, etc. The Board Room worked very well as the main location, and everything there worked like clockwork. There were some serious issues with the George Washington residence (ych, cockroaches) but people were terrific in solving problems, and in the long run it was a nice location -- close to some interesting things. It was foresightful to have our wonderful intern on site. One thing-- we all could have used a little more "down" time or more important "library" time in the fast-paced schedule. And sitting for 7 hours is decidedly unhealthy - a little more in the way of breaks.

I think the Institute/Consortium's idea of building some critical assessment of digital projects/tools into its programming (for "users" rather than "developers") is a good one, especially if the Folger keeps a very solid balance in its programming of bringing traditional scholarship (archival, interpretive, etc) into dialogue with new digital methods. The Folger can be a place that is not just gung-ho on digital initiatives but gives serious scholars a way of integrating and finding the interest and possibilities/opportunities of new tools/ methods. I would be interested in more on text analysis tools.

Good question about future scholarly communication- I think my young colleagues will offer enough ideas here.

For my own purposes, I'd find it helpful if the rich bibliographies, access to the complete reading list (which kept building), listing of tools, etc were kept available so I could go back and retrace lost threads. I think there can be smaller more focused workshops on specific tools. But I think the Folger will do well to keep some of its wonderful kind of traditional programming and help/encourage leaders to build in digital aspects on a modest scale.

Thank you for an outstanding experience. Thanks to Jonathan, everyone at the Folger, all the remarkable guest instructors, and the wonderful cohort. It was absolutely terrific.

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The whole experience was incredible. The workshop was a constant stream of three weeks of inspiration, intellectual development and learning. The effects of the experience are difficult to quantify, but in the immediate aftermath it has already caused me to reevaluate my PhD thesis, and given me ideas for three articles based on themes and ideas that were generated and developed whilst at the institute.

This experience was excellent with the right balance between expert knowledge and socratic discussion in which each participant engaged with the discussion. The ability to try out and use the tools and collections first hand allowed me to understand exactly how these tools could be integrated into my own research practice.

It was a wonderful mix of people. It would have been nice to have a greater representation outside of English literature, i.e. cultural historians. The activities and discussions were balanced perfectly.

I found the critical analysis of EEBO particularly useful, along with the demonstrations of XML tagging and docuscope.

I think meeting at the Folger Library was wonderful in some respects and limiting in others. It was quite cosy in the meeting room, and the location meant that participants were spread over Washington. I think that holding it in an external location in which all participants could stay in would facilitate more conversations outside of the formal setting of the institute.

I think that more should be done on integrating literary and historical perspectives. I think a seminar or institute that was more focused on a particular tool rather then the plethora of tools would be good - or maybe looking at the way in which non-literary digital sources such as the Old Bailey Online and State Papers Online can be used in conjunction with literary sources. I think Tim Hitchcock, would be a good candidate for a future institute as his work on the Old Bailey Online and other digital projects has been excellent.

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I was extremely satisfied with the level of rigor and scholarly support at EMDA. I was very impressed with the thoughtful schedule and curriculum. The spirit of scholarly generosity and collaboration was evident even before the program began, and I greatly benefited from my participation. As a junior faculty member, I found the program to be significant in directing the trajectory of my scholarship, particularly in the areas of critical examination of scholarly technology. Moreover, since the program ended, I have continued to draw from and contribute to the knowledge of other EMDA participants, primarily in the area of digital tools and recommended readings.

The opening critical discussions formed a useful framework for the rest of the program. For the most part, the 'resident'/visiting faculty guided our discussions well across a breadth of topics. The diversity of backgrounds among the participants meant that collective engagement could lead to discussions both wide-ranging and fine-pointed. The tools encountered were highly relevant and interesting. The hands-on interactions were sometimes overly flavored with the critical nature of preceding discussions, meaning that conversation became negative rather than exploratory. I was left wishing there had been more directed hands-on time or an optional session to build or hack together. I very much appreciated that some of the publicly unavailable tools were provided to us.

Director: The curriculum was structured well and paid attention to the diverse aspects of what scholarly digital projects entail. I appreciated the trust he had in the group to let discussion happen without much guidance. Occasionally, I wished he or someone else would have gently guided us away from a rabbit hole or verbal sparring, though those are unavoidable.

Visiting faculty: I was highly impressed with the accomplishments and viewpoints of the visiting faculty, and was glad that many stayed in the 'peanut gallery' to contribute to our discussions. I was particularly glad that they had such diverse interests and projects (while mostly all coming from elite university systems). The reading list was useful, I had not encountered most of the material before. Some readings were irrelevant or unnecessary to assign.

Organization: The documentation provided before the program began was well-organized and useful to frame my approach before arrival. The high level of contact meant that I was never confused about program details like location or schedule.

I greatly appreciated the scope of the program: we were able to dive deeply into questions we had little time to encounter while in the middle of digital projects (e.g., ethics of a given tool), but which are important for scholars and humanists in particular to consider and weigh. We did not spend much time on the non-early-modern-specific nitty-gritty of digital projects, which was preferable to me because there are always project management workshops. Conversations about digital project management did happen outside of 'class', however. The more linguistics-centered topics may have been beyond the ken of most participants, and we may have benefited from a "basics" introduction to the methods and algorithms.

In discussion, it sometimes felt difficult to realign the group to an openness to learning, as we usually took a critical stance toward the topics. In discussing DocuScope, for example, we probably spent too much time dissecting instead of learning/playing, even in light of our collective agreement that we should know what's "under the hood" of a tool. In this case, it might have been helpful to have scheduled playtime with our own texts of interest first before a critical discussion.

I was extremely taken with Mark Davies' presentation and felt lucky that he gave (and continues to give) us access to the early modern corpus. I'd recommend his work be emphasized in future programs, perhaps with more contextualization, e.g. walking through using his corpora and software to a specific end point beyond searching for instances of a a certain phrase. The other presentation I found most useful and interesting was Marc Alexander's. Aside from being an all-around delightful person, I found his visualization work to be incredible. More so than in other presentations he has done, he emphasized the history of the HTOED, which is a useful narrative to hear, as some of us are involved in long-term, far-reaching projects.

The Folger was highly accommodating and fostered a welcoming academic environment. I was extremely impressed with their hospitality and trust, and the meeting space worked well for us. Heather Froehlich kept us well-connected and technologically stable (and entertained). The one tiny complaint I have is not surprising -- the wifi was often slow or inaccessible, but I feel that's almost unavoidable for data-heavy gatherings. I stayed in the GWU dorms, and was ultimately unsatisfied with the arrangement. It was not worth the cost. I felt nervous to sleep on the bed or touch the couch or take a shower, as the room had an overall griminess to it and an ambiance reminiscent of "The Shining." A bright spot for me in the program, however, was the community fostered with the other dorm-dwellers, which was nearly worth the unpleasantness.

Topics that may be of interest: performance/new media, pedagogy and digital approaches to K12/undergraduate teaching, an even more in-depth exploration of linguistics methods in Shakespeare studies.

The best way to facilitate collaboration and follow-up discussion is to foster community among the participants, which the Folger did very well. The conversation has certainly continued, mostly in friendly emails, in-person meetings, and on Twitter (though that is limited to participants who use Twitter). The personal connections I made have been fruitful and strong, and I have gotten together with other EMDA participants at DH events in the past few weeks. From the program description, it seemed as though there would be a formal online forum to continue the conversation past July. The blog was not well-used, which was a shame, but that may be because many of the participants have their own blogs or did not want to feel obligated to write a blog post. But I don't feel as though the discussion has been dropped, despite EMDAers being located far from each other.

Jacque Wernimont's wiki links to many of the resources we brought up during the program. http://www.countingthedead.org/EMDA/index.php?title=Main_Page (There is currently a PHP issue, however) Many of us have written followup posts that are probably under the #emda13 hashtag on Twitter. It may be useful to use the listserv in 6 to 12 months to get updates from the participants, both for continuing EMDA topic-related discussion and to see progress on projects mentioned in July. (Most/all of us get inundated with other listserv email, which may be why we are hesitant to spam each other.)

Again, I must say how impressed I was with the program as a whole, the Folger as host institution, the visiting faculty, and with my fellow participants. Since returning to my campus, I have been sharing the knowledge and resources I came across with my colleagues and peers. I continue to be in touch with some of the EMDA participants about discussions begun at the Folger and about our work in general. Many thanks to Jonathan Hope, Owen Williams, and the rest of the Folger team. EMDA was an experience both scholastically refreshing and academically formative. I feel very grateful to have been able to take part. (Last word — I deeply apologize for having taken this long to submit my evaluation! Perhaps I enjoyed EMDA so much, I did not want to experience the closure of evaluation....)

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Overall, the experience continues to transform my teaching and scholarship. Not only has the enthusiastic, highly informed EMDA community encouraged my work in the digital medium, but the support and perspective provided by this group's members to one another has inspired and supported multiple dimensions of further professional engagement. In particular, the support provided by the Institute to our plans for specific digital projects has proven immeasurable. Before the Summer Institute, work on my digital project, presently titled "Exploring the Bookstalls of Paul's Cross Churchyard," had focused mainly upon questions of appearance and design. Yet the Institute's three weeks have enabled me to explore far more flexibly the substance and nuance of texts included in the project, in ways not only enhancing the design, but also advancing greatly my sense of its research potential.

Approaches taken to engaging participants in both critical discussion and hands-on interaction were highly effective. Predetermined small groups, when used, were well constructed, with evident thought given to participants' interests, personalities, and relative stages of career development. As a result, these smaller collaborations supported one another productively, in ways drawing as much upon complementary perspectives as the advice and feedback they provided.

Broader critical discussions were likewise stimulating due to the director's evident desire to encourage open, straightforward airing of scholarly perspectives—a commitment I appreciated, given my own sense of being at the cusp of far deeper exploration. However opposed individual views might prove in substance and orientation, our discussions remained both respectful and lively, in ways illuminating the intellectual premises animating the points made. Particularly for scholars newer to conversations in this area, such experiences can prove invaluable, given their ability to illustrate the stakes of technologies initially imposing, yet deeply compelling as one progresses.

Our capacity to interact with digital collections and tools was aided immeasurably by the varied points of entry shown us over the three weeks' course. Here, the program's sequencing of topics was particularly effective. Not only did beginning with EEBO-TCP—a resource known to many—encourage us to appreciate nuances and limitations of the seemingly familiar, but doing so also allowed us to strike a balance between distinctive physical materials from the Folger's collection and their digitized surrogates. Such comparisons supported thoughtful consideration of the gains and losses involved in engaging each format. Transitioning into work with new and emerging resources honed our discussions' precision while providing cumulative impetus to questions group members learned to ask.

Week 2 provided a thoughtful bridge in this regard, given the range of topics treated and the variety of individual projects explored. Delaying discussion of DocuScope, a resource with which the director has worked extensively, until near the program's close allowed the group as a whole to draw upon a richer conceptual perspective when exploring and critiquing this complex tool. Again, I appreciated how this approach supported those new to engaging the digital, as it allowed us to enter the substantive scholarly debate surrounding this powerful approach.

While the Institute's sequencing never felt heavy-handed, in retrospect its deft handling appears both evident and fortunate. As the Institute progressed, not only were all continually encouraged to contribute, but those leading the discussions took particular care to elicit comments from the few preferring by temperament to remain silent. Such continual care on the director's and the visiting faculty's part resulted in the airing of distinctly differing, mutually informing perspectives, in ways informing and enriching the experience. Along similar lines, the director and visiting faculty's encouragement of tweeting—both during and beyond sessions—was at once both well considered and appropriate. More so, perhaps, than some other scholarly assemblages, participants in this Institute develop their professional identities through Twitter, Facebook, and other forms of social media. Encouraging use of these media throughout EMDA13 provided an ongoing record of discussion, as well as a parallel track of witty, thought-provoking commentary upon matters being

considered. Given the Institute's emphasis on digital potentialities, use of this new dimension was both stimulating and incredibly productive.

As EMDA13 director, Jonathan Hope brought a level of expertise, intelligence, and commitment to thoughtful discussion—though always with a light touch—that did much to shape participants' experiences in subtle yet profound terms. Not only did his deep adherence to intellectual views evolved over a scholarly lifetime provide solid reference points for inquiry, but his desire to engage all participants in the discussion was also evident over the three weeks' course. Again, his choice to delay discussing his own project until the Institute's third week allowed the group to develop a new, enriched, and mutual vocabulary—one appropriate for considering nuances of this complex resource. More broadly, the central role played by his collaboration with Folger Director Michael Witmore continually affirmed for participants the degree to which work in these new and innovative directions stands at the heart of the Folger's own evolving agenda. Daily, a sense of energy and possibility remained tangible within the group, and Professor Hope's understated yet strong leadership did much to achieve this end.

Similarly, visiting faculty provided top-level expertise over an astonishing range of topics. Their ability to engage diverse ideas and perspectives—all of which shaped and guided discussion, in ways mirroring the broader scholarly conversation advanced by the Institute's work—proved at once inspirational and invaluable. The generosity of all faculty in sharing time, energy and insight was also evident in their willingness to discuss participants' individual ideas over lunchtime sessions. My own digital work has already been aided immeasurably by several of these conversations, in ways continuing to reveal themselves since that time. This generosity also distinguished the Institute among programs in which I have participated. From informal discussions with Ian Gadd now crucial to my developing project, to lunches and drinks with Alan Galey and Julia Flanders transforming my sense of TEI modeling, to advice from Martin Mueller on ways information technologies may shape the future of the digital realm, I was at once floored by, and deeply grateful for, visiting faculty's willingness to engage us at length. For a scholar relatively new to work in this medium, such conversations also drew strength from the perspective brought by EMDA participants themselves, as their existing professional connections with many of our visiting faculty created an environment of possibility and inquiry from which I drew continual benefit.

Throughout the three weeks, the expertise of Folger staff likewise brought a degree of support and facilitation impossible to match, as well as a sense of collegiality both marked and continual. In terms of specific topics, I was particularly impressed by the syllabus' providing familiar points of entry at the Institute's outset, followed by inquiries engaging digital possibilities in ever more surprising fashion.

Beginning with new views on a known resource, EEBO-TCP, allowed the group to orient its sense of innovations the digital might enable, while using variations in access among group members' institutions to reveal limitations invisible to any one user alone. This opening exercise also made tangible aspects introduced through the preliminary readings, in ways reinforced by a series of presentations both engaging and profoundly informative. Particularly as Professor Gadd has made these presentations available for the group's reference, our discussions during these sessions—complemented by an impressively well-orchestrated discovery exercise featuring texts from the Folger collections—has continued to inform and support my scholarship and project presentations. While I was astonished by the substantial time devoted by many visiting faculty, briefer frames of engagement also proved profoundly valuable, both in terms of orienting us to larger questions and providing points of practical engagement. From Jonathan Sawday's thoughtful theoretical framing to Wendy Hui Kyong Chun's challenging received notions from the outset, this variety and quality developed overall sense of profound scholarly interaction among group members. Opportunities to explore particular interfaces and emerging projects, such as Marc Davies' 400-million word searchable EEBO corpus and Marc Alexander's Historical Thesaurus of English (HTOED) likewise fostered a sense of possibility compelling to Institute members on both theoretical and practical levels, given the light shed by particular tools and our increasing ability to articulate issues affecting the field as a whole. This cumulative ability to grasp the field as a field, I believe, will remain an Institute contribution for years to come.

Within the second week, topics covered with Alan Galey and Julia Flanders enabled closer attention to material aspects of the digital, as well as ways in which this medium itself might be developed to ends Institute members are pursuing. Alongside a study of early modern manuscripts facilitated by the Folger's Heather Wolfe, the group was able to consider questions of translation from medium to medium, in ways supporting a granular attention to features of digital documents. As the images of early modern manuscripts from which the group worked were taken from the Folger's own Luna collections (luna.folger.edu), this exercise in innovative TEI encoding prompted all to consider affordances of the digital at the heart of text types from which we frequently work (such as letters, charters, poems, selections from Sämmelbande, and more). Again, the long-term presence of Professors Galey and Flanders provided the chance to engage their perspectives at length, with the result that unique connections were ever more likely to occur. (Personally, I am indebted to their insights into document modeling, digital bibliography, and network visualizations, but this list of topics could easily extend far further.) Since EMDA itself, the intellectual interest in educational innovation shown by Week 2 visiting faculty member Katherine Rowe has also served as a source of continual encouragement, given the similar relationship I seek to forge between teaching and scholarship in my own early modern explorations. Beyond her emerging work with Luminary Digital Media apps, which I am eager to engage further, her passion for probing new frontiers of scholarship was evident in her frequent attendance at EMDA sessions over the three weeks' course. Additionally, her generosity in supporting teachers was seen in her offer to share syllabi, and we have already discussed my possibly teaching a version of her Bookmarks, Technologies of Reading and Writing from Plato to the Digital Age course. This second week also provided many opportunities for scholarly connection with Folger staff.

For my own project, the insights of Sarah Werner have proven highly generative. Not only has her deeply informed perspective directed me to vital resources, but her supportiveness and energy also continue to inspire ideas about the project's possible use and implications. Additionally, the chance to encounter Rebecca Niles and Michael Poston—the scholarly duo at the heart of Folger Digital Texts—has greatly expanded my sense of TEI encoding as involving perpetual scholarly choice, in ways also able to facilitate specific research agendas. Since the Institute's end, scholarly conversations with Rebecca and Michael have continued—developing a sense of connection that has both enriched my own project and affirmed the Folger's commitment to supporting our work.

Closer to home, EMDA conversations with Professor Flanders have also prompted my collaboration with the BostonDH group of which she is now a part. Insights developed in the Folger context have proven of significant interest to many of the group's members, including John Unsworth, Jean Bauer, Vika Zafrin, and Carole Chiodo. As our second week drew to a close, the unique contributions of Martin Mueller—compelling particularly due to the fine-grained linguistic exploration they enable—drew together Institute members' perspectives, given his project's potential for active engagement. Within WordHoard (wordhoard.northwestern.edu), known individuals can easily be marked as administrators able to approve contributions to the underlying database, and this flexibility prompted discussion of ways Institute members might themselves advance the project's goals—an initiative begun by participants themselves, generating considerable excitement.

Impossible to overlook was participants' eagerness to consider DocuScope during the concluding days. This anticipation was even more marked due to the project's being a joint initiative between the Jonathan Hope and Michael Witmore—the Institute's director and the director of the Folger. Since theories, conceptual models, and choices informing DocuScope are particularly apt for exploring early modern drama, participants were able to discuss this resource from a variety of perspectives, all of which advanced our understanding of scholarly questions for which it might be used. While participants with an introductory sense of DocuScope's dynamics set the bounds of the initial discussion, our overall sense of the resource's contributions quickly became far more nuanced as we explored ways its possible limitations—for instance, its use of human judgment to populate initial categories—might themselves become subjects of inquiry, in ways ever more compelling through ongoing use.

Given the comments above, my gratitude to my nineteen fellow EMDA colleagues goes almost without saying. Yet please allow me to reiterate the profound degree to which I have been inspired by their intelligence, daily energy, and ever-witty terms of engagement. It is difficult to conceive of ways three weeks might exercise such a revolutionary effect upon one's own scholarly perspective. While our variety of views might bespeak difference, participants' articulate sharing, and charitable responsiveness, allowed the group to cohere as a unique whole, one many aspire to maintain. To the degree my own project succeeds, it will remain profoundly in their debt, and I am truly grateful for all that has already transpired to this end.

Overall, the range of topics and tools provided to participants was excellent. As discussed above, the syllabus' sequencing was particularly well considered—it used familiar resources to orient those newer to digital inquiry while mobilizing scholarly tools now emerging to deepen questions possible to ask. This dual approach may have been facilitated by the imminent release of Phase I TCP texts into the public domain (on 1 January 2014). Yet its effects ran far beyond the practical, given the excitement and sense of possibility generated by moments of evolving perspective. (On this point, please also see my previous comments.)

In terms of the three weeks' overall framing, I did appreciate the initial theoretical approach. While not burdening participants unduly, these organizing questions set a trajectory revealing our work as encompassing several frames of humanistic inquiry. Substantial further background reading was also provided, and these initial days sparked insights proving ever more productive in retrospect. This dynamic is one I would attribute to the discussion taking place among true experts in the field, who—for relative newcomers like myself—set forward points of concrete focus and interest that I now understand as touchstones for and within an evolving, expanding scholarly community. Beyond points already discussed, I also appreciated corpus linguistics' serving as a thread of continuity subtly but repeatedly present throughout the three weeks. In general, and for reasons not entirely clear to me, corpus linguistics approaches are more characteristic of work conducted in Britain. Working with a number of tools developing from this perspective was particularly useful in terms of prompting those less well versed in this approach some concrete initial pathways to enriching our work through attention to dimensions of the digital. Making best use of the resources to which we were introduced will require reflecting on the strengths of individual models and prototypes. Yet the sense of a conversation evolving to and through the tools themselves has allowed these projects themselves to serve as points of reference, both among the Institute's participants and for further audiences since that time. As several of these new tools seem likely to play roles in the Folger's own emerging early modern digital agenda, EMDA13 scholars seem now poised to both understand and transform work in the field, ideally in collaboration with those supporting this experience.

All in all, I cannot envision a stronger, more appropriate, or more supportive environment for this Institute and its members' research. Integral to the Institute's daily success, I believe, was our location in the Folger itself—a space supporting flexible discussion and perpetually reminding participants of the role their work might play at the heart of a research hub. Our ability to interact as members of the Folger community—as affirmed through our intermingling during afternoon tea and other rituals—has empowered my continued research, in ways continuing to draw upon the Folger's substantial strengths. Any minor technical challenges (for instance, the number of power outlets) were addressed immediately and with ease, and I am particularly grateful to Owen Williams, as well as to Elyse Martin, Julie Dreyfus, Meredith Deeley, and many others for anticipating and addressing our likely long-term group needs.

These daily strengths were brought to their height during weekly evening receptions at which participants were encouraged to socialize and engage visiting faculty at greater length. Given the rich range of scholarly expertise to which participants were exposed, many participants (including myself) often found questions arising in relation to our own particular projects, in ways perhaps less applicable to the group as a whole. Given the approachability of all from whom we were privileged to learn, the receptions allowed surprising connections continually to surface—not only with visiting faculty, but also with the Folger's expert staff. While participants and faculty were allowed to take the lead during the day's sessions, the powerful

scholars staffing the Folger itself proved of perpetual benefit during the three weeks, particularly for those eager to interact.

Although a few challenges were encountered with housing, these arose due to factors beyond the Folger's control. Staffing shortages within the George Washington summer offices appear to have delayed somewhat the schedules involved in preparing rooms for participants' arrival. This aspect could not have been anticipated, and Folger staff members were assiduous in following up with GW housing personnel until the problems were addressed.

Concluding with ways the physical space proved apt, as a whole the group appreciated the roundtable format made possible by the Folger's allowing us to occupy—for three solid weeks—its internal Board Room. Here, the roundtable format encouraged participants to change seats daily, a choice melding well not only with the evolving faculty presence, but also with shifting approaches to, and emphases within, the conversation. Had the environment not been so well suited to this end, the connections now serendipitously supporting further projects, as described below, could never have been developed. As a whole, the Folger's evident experience in hosting groups of this size for substantial periods shone through in matters great and small. Particularly for bringing scholarly worlds together and advancing new frontiers of inquiry, one could not ask for a stronger or more appropriate environment.

Though this suggestion may have already been discussed, a compelling area for further collaboration would be some form of scholarly partnership with EEBO-TCP (perhaps through ProQuest), given the emergence of Phase I TCP texts into the public domain on 1 January 2014. Such a partnership could both model and honor the Folger's founding vision in focusing upon folios, yet drawing strength from placing these seminal works in context. Given the potential scholarly pathways also prompted through Institute discussions, I would view such an association as able to bring together tools supporting innovative scholarly engagement.

While I feel as if my sense of the digital's affordances continues to expand, the Folger's understanding of encoding as editing has proven a central, powerful principle helping me place evolving practice in relation to enduring values. Both as discussed by Institute participants and as embodied through Folger Digital Texts, this emphasis would maintain a sense of dialogue between digital editions and the print texts from which they have evolved. Ideally, this form of legacy bibliography could help discussions of editorial practice re-emerge in literary studies, given the Folger's commitment to making the files and code of its electronic texts available. Such a possibility appears further enabled through the research agendas of participants themselves, as well as through the expertise of Folger staff. Given the digital's potential to record a host of editorial decisions otherwise lost, continuing to invoke encoding explicitly as editing may also enable greater attention to nuances of practice thereby preserved. This preservation may, in turn, bring forward decisions made regarding these materials as components of further study in years to come.

Building upon the suggestion of working with EEBO-TCP texts, I would encourage ongoing attention to developments from corpus linguistics, particularly via tools now revealing topics and other mid-level patterns in large textual groups. Our discussion of computers' ability to perceive trends invisible to human cognition suggests their intermediary function might prove useful to support. To this end, several tools previewed during the institute, such as Martin Mueller's WordHoard, Marc Alexander's Historical Thesaurus of English (HTOED), and Marc Davies' 400 million word searchable EEBO corpus—as well as more familiar strategies such as topic modeling—could prove effective. As these resources create various forms of context for the distinctive examples on which Folger readers often focus, this digital capacity could help preserve the human scholar's unique function while bringing a new edge to the questions he or she is able to pursue. Considering the distinctive examples in light of digital practice might also help bring both sides of this scholarly work to the center of research agendas more generally.

Considering ways a computational perspective might valuably contribute to human scholarly conversation brings forward the more fundamental question of how the Folger might support an understanding of computational practice as central to humanities research. While well-designed interfaces may keep individuals' sense of actually working with computers at bay, the Folger might consider a homepage design promoting accessibility thorough visible links to these tools. In general, I would also suggest the Folger continue to pursue partnerships through which those who develop tools of this kind are encouraged to understand themselves as integral members of the Folger community. Continuing to work with those able to design powerful corpus linguistic tools, with interfaces inviting further engagement, will, I believe, support the Folger's continued position as the preeminent center of its kind, while prompting and encouraging unique and innovative scholarship. For scholars at the very highest levels, the continued desirability of working with the Folger provides an opportunity to intervene in research dynamics shaping generations to come. As a final note, given the Folger's ongoing public educational mission, I would not overlook strategies and interfaces supporting work on the secondary school level—an endeavor itself able to be transformed through new and emerging forms of digital access. The increasing technological sophistication of users who are themselves "born digital" underscores the importance of strengthening the Folger's electronic capacities, and the innovative efforts being advanced by Folger Digital Texts suggests substantial possibilities for outreach.

Given participants' varied points of engagement with the world of digital scholarship, I do think that e-mails circulated to the discussion list encourage conversation and prompt us to pose questions of interest to the group. The ease of sharing in this medium, its pre-existing status as a platform shared by all participants, and its relative persistence over time mean that participants are likely to continue to use it, both to respond to messages circulated and to share news about themselves and their work. Using the e-mail list to provide notice of upcoming presentations, as well as to pose questions on emerging issues, has already proven a means of connection both reliable and supported. (Here, Owen Williams has already done much to coordinate such items' circulation, and this effort is one we continue to appreciate.)

As well, the #EMDA13 Twitter hashtag remains an evocative point for participants' continued use, given its prevalence throughout the Institute. Both I and many other participants continue to use it in tweets we believe of interest to the EMDA community, which includes the broader audiences following discussions among group members. In essence, the hashtag has become a group brand, one facilitating registers of communication and collaboration both playful and productive.

Since many of the program's participants share interests and attend related conferences, several in the group have recently discussed creating an "EMDA Sightings" blog (or similar) as a central location for participants to post pictures of group members working or presenting together in particular contexts. Here again, I would say a blog format might be best, given its simplicity, its freedom from any one particular platform or program, and the ease by which postings of various types may be reliably created. (A visual format could also encourage comments and conversation about the photos posted.) Many participants do already have contributions they might make, and the site could be group-curated. Should individuals wish to limit the audience for particular posts, some entries could be protected with a single recurring password to enable full access for group members while continuing to suggest for a broader community the scholarly vibrance of EMDA participants.

Further connections have also been forged through ways in which participants' individual projects and interests respond to one another. In my own case, I have already spoken with Kim McLean-Finder about linking my own work to the Map of Early Modern London (mapoflondon.uvic.ca), to whose redesign she has contributed substantially. Given the many points of contact between her project and my own, I envision directing future students to her site when I develop a syllabus based on my project, both for a sense of greater perspective and perhaps as student contributors, should MoEML desire their input. Additionally, Douglas Duhaime and I continue to work together on a three-part algorithmic exploration of influence in the poetry of Geoffrey Hill, a contemporary poet deeply affected in literary, linguistic, and typographic terms by the world of early modern print culture. Personal connections will, I believe, continue to prove vital for advancing the

work that EMDA has so powerfully fostered. Both Jonathan Hope and Owen Williams have already done much to encourage continued collaboration among participants, and several EMDA participants, when in the UK, are developing plans to visit the University of Strathclyde at Professor Hope's invitation. Ultimately, the group remains a closely-knit community dedicated to maintaining the relationships and energy of the EMDA13 forum. To this end, the group has substantial interest in reconvening, ideally within the Folger itself after a period of time. Virtually all participants, I believe, would welcome the recalibration, shared energies, and further support provided by a future gathering, and the trajectory established by this point of reference would encourage continued collaboration to an even greater degree.

As my knowledge of related projects and sites has grown substantially through EMDA itself, most resources I would suggest are already familiar to the Folger. Yet my admiration for the work of Martin Mueller continues to grow, particularly given his concern with scalability as a feature of reading in digital environments, whether by man or by machine. The incredible potential shown by WordHoard is, I believe, one to be embraced by the Folger, given the new frontiers of scholarly engagement enabled by both the technology and its participatory, user-friendly interface. Similarly, EMDA-previewed projects by Mark Davies and Marc Alexander appear to support deep linguistic engagement in ways poised to transform scholarly practice. Projects currently being developed by Institute participants also show significant scholarly potential to which the Folger might wish to remain connected.

Two projects I find particularly compelling are Brett Hirsch's work to create an online collection of all early modern drama excluding Shakespeare and Heather Froehlich's work to create GenderScope, a nuancing of DocuScope along lines indicated by her project's title. (As DocuScope continues to be an endeavor by which I am deeply compelled, and the 'Visualizing English Print' project remains vital to the Folger's ongoing work, I would also suggest that documentation and guidance available online about that project—for instance, resources available through www.cmu.edu/hss/english/research/docuscope.html—be made more readily available, given its ability to spark discussion of the tool's grounding and approach.)

One of the major avenues by which I am working to contribute to EMDA's afterlife is through a project I have presented recently at the EEBO-TCP Early Modern Texts: Digital Methods and Methodologies conference in Oxford and the University of Maine's 'Surfacing': The 2nd Biannual Digital Humanities Week. Perspective developed through EMDA13 has been crucial to the project's development, and I am working eagerly along lines thus fostered. In prototype, this project involves rendering digitally the bookshops and stalls surrounding St. Paul's Cathedral before the 1666 Great Fire, while placing within these locations digital files of books contained therein. At minimum, a text's wholesale availability from a particular shop or stall will be indicated through its bibliographic information (as gleaned through ESTC data), ideally, database records for particular texts will include links to image files via EEBO (an approach shared by the Map of Early Modern London). Further fields may include options for searching by full text and via physical features of the printed texts, such as fonts, paper, and bindings. (To this end, courses through Rare Book School at the University of Virginia are also projected to support the work.)

Central to the site's approach has been the distinctive work of Peter W. M. Blayney, whose close association with the Folger may suggest a further reason for engaging the project. Not only does my project's vision chime with studies Professor Blayney has already published, but several scholarly emphases supported through its development have also surfaced in publicity for his forthcoming work, *The Stationers' Company and the Printers of London, 1500–1557*. Given this substantial concordance, I will be contacting Professor Blayney and am refining the prototype's components to demonstrate project functionality over a specific, limited time period (at present, 1640–1666, though an earlier range could become preferable). As communication with Professor Blayney may prove vital to the project's advancement, I would be more than pleased to keep the Folger advised of developments in this regard.

Ultimately, and in extended form, the project is envisioned as supporting both qualitative and quantitative studies of early modern print culture, with an approach paralleling Martin Mueller's "scalable

reading" in spatial and material terms. Having purchased server space to develop the site, I am currently working with technical support personnel to bring together the layers of information involved. As soon as this functionality is enabled, I would be happy to make the prototype available. Again, please allow me to emphasize how very grateful I am for the opportunity to have worked to this point with both the Folger and the EMDA13 group. Both during the Institute and since, the support and perspective provided have been integral to my project's development.

Beyond an enduring excitement that parameters of the Folger's digital agenda may support the approach taken by my own project, please know I will use our current methods of communication to continue to update the group. I am thrilled to have come to the Folger at this time in its history, and I am dedicated to supporting its agenda's development in months and years to come. Thank you all so very much.

Twenty participants; fifteen evaluations returned.

Early Modern Digital Agendas
Participant Workshop
May 2014

Wednesday, 14 May

All day Traveling participants arrive

Thursday, 15 May

10:00 a.m. Participants provide 5-7 minute updates on the current status of their digital projects and receive development advice from each other. (Board Room)

12:00 p.m. Lunch break (on your own)

1:30 **Rachel Stevenson**, **Erin Blake**, and **Owen Williams** present on the Insites wikispaces of Folgerpedia and answer any technical questions participants may have as they continue to collaborate on the proposed articles. (Board Room)

3:00 Tea Break

3:30 – 4:45 Break into small groups to begin discussing Insites article development. (See reverse for provisional groupings. Available meeting rooms include Board Room, Michel Conference Room (3rd floor), Deck A seminar room, and Deck B seminar room.)

5:30 Dutch-treat dinner at **Hunan Dynasty**.

Friday, 16 May

10:00 a.m. Small group Insites articles discussions continue in same rooms as above.

11:30 **Mike Poston** and **Rebecca Niles**, the creators of Folger Digital Texts (FDT) for all thirty-eight of Shakespeare's plays, will bring EMDA participants up to speed on recent project developments. Bring your lunch to the Foulke Conference Room in 301 East Capitol Street. Soft drinks provided.

2:00 p.m. **Sarah Werner** initiates a discussion on possible ways to strengthen the Folger's formation as a digital hub that points to the resources, professional networks, and innovative ideas that have proven most useful for early modernists. (Board Room)

3:00 Tea Break

3:30 – 4:45 In an extended conversation loosely guided by **Owen Williams**, the participants consider ongoing ways to foster a dedicated community of scholars who are setting the agendas for early modern DH and devising the ways new technologies will shape the very nature of early modern research and the means by which scholars interpret texts and present their discoveries. (Board Room)

5:00 Happy Hour (Pennsylvania Avenue)

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Early Modern Digital Agendas

Funded by grants from the National Endowment for the Humanities' Office of Digital Humanities through its Institutes for Advanced Topics in the Digital Humanities programs, the Folger Institute offers **Early Modern Digital Agendas** to foster the development of digital approaches to early modern texts. These multi-week institutes explore the robust set of digital tools with period-specific challenges and limitations that early modern literary scholars of English have at hand. Following the success of EMDA2013, the Office of Digital Humanities has generously funded a second Early Modern Digital Agendas institute for the summer of 2015. Information about this upcoming opportunity is available at EMDA2015.

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- EMDA2013 Curriculum
- Further Resources

EMDA2015

EMDA2013 [edit | edit source]

In July 2013, "Early Modern Digital Agendas" created a forum under the direction of Jonathan Hope, Professor of Literary Linguistics at the University of Strathclyde. It afforded the opportunity for twenty faculty, information staffers, and advanced graduate student participants to historicize, theorize, and critically evaluate current and future digital approaches to early modern literary studies—from Early English Books Online-Text Creation Partnership (EEBO-TCP) to advanced corpus linguistics, semantic searching, and visualization theory—with discussion growing out of, and feeding back into, their own projects (current and envisaged). With the guidance of expert visiting faculty, participants paid attention to the ways new technologies were and are shaping the very nature of early modern research and the means by which scholars interpret texts, teach their students, and present their findings to other scholars.

Folgerpedia articles produced and resources compiled by EMDA2013 participants [edit | edit source]

Digital editions of English Renaissance drama

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texts, teach their students, and present their findings to other scholars.

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Digital editions of English Renaissance drama

Glossary of digital humanities terms

Digital tools for textual analysis

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The Hors-Texte Tumblr: Tracing the Unpreserved

Digital humanities readings and resources

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Using Early English Books Online

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Week One: The Digital Corpus for Early Modernists

Week Two: Extending the Early Modern Textual Corpus and Organizing Major Digital Projects

Week Three: New Analytical Approaches to the Corpus

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Original promotional website

Video Introduction: A three-minute, "lightning-talk" of the project was made at the ODH Project Directors meeting.

News from EMDA2013 Participants and Faculty

Archive of EMDA2013 Tweets

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News from EMDA2013 Participants and Faculty

Archive of EMDA2013 Tweets

EMDA2015 [edit | edit source]

Again under the director of Professor Jonathan Hope, EMDA2015 will feature even more advanced topics than its predecessor. Preliminary information, including a link to a "Dear Colleague" letter to prospective applicants, may be found here.

Categories: Folger Institute | 2013-Summer | Digital humanities

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History of Early English Books Online

Early English Books Online (EEBO) is a Proquest/Chadwyck-Healey subscription database of over 125,000 mostly English works printed between 1473 and 1700. The works are represented in digital images (in PDF and TIFF formats) and through bibliographical descriptions drawn from the English Short-Title Catalogue, the Wing Catalogue, the Thomason Tracts, and the Early English Books Tract Supplement.

This article on the history of EEBO grew from discussions in the Folger Institute's 2012 Workshop on Teaching Book History and the summer 2013 Early Modern Digital Agendas seminar (EMDA2013). The latter was an NEH-ODH Institute in Advanced Topics. At EMDA2013, visiting faculty member Ian Gadd led participants through a two-day investigation of EEBO. Members of EMDA argue that understanding the development, current use, and limitations of EEBO allows scholars to fully consider the influence of the digital tool on our understanding of early modern texts. This essay, primarily authored by Erica Zimmer and edited by Meaghan Brown, covers the *history* of EEBO. For current use and limitations, see Using Early English Books Online.

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- *STC2:* the Revised *Short Title Catalogue*
- Wing/Wing2
- *The Eighteenth-Century Short Title Catalogue*

Creating the Current Database: EEBO Remediations
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EEBO and the Text Creation Partnership (EEBO-TCP)
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Critical Implications of this Genealogy

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Origins: the short-title catalogues

Over the course of the EEBO project, short-title catalogues served as the means of selecting texts **for imaging** and as sources for the bibliographical descriptions that accompany the images. These short-title catalogues were products of nineteenth-century nationalism; defined by national and linguistic boundaries, they focused on books printed in England, Scotland, Ireland, and Wales, as well as English language books printed outside the British Isles. The short-title catalogues delineated both the scope of EEBO and the way its contents are presented and made searchable.

A **short-title catalogue** is a list of printed works designed to identify editions, typically including a variety of bibliographical information: the shortened version of the title, publication information ("imprint"), subject headings, genre terms, pagination and format, and references to other catalogues. Entries in a catalogue may vary in completeness. Historically, the abbreviation of titles and other information has been required by the limited space of printed catalogues. Digital catalogues may include full titles and far more detail.

EEBO's history is closely related to that of the English Short Title Catalogue, or ESTC, a digitized short-title catalogue comprised of three earlier resources. A. W. Pollard and G. R. Redgrave's *A short-title catalogue of books printed in England, Scotland, & Ireland and of English books printed abroad, 1475–1640 (STC)* and Donald Wing's *Short-title catalogue of books printed in England, Scotland, Ireland, Wales, and British America, and of English books printed in other countries, 1641–1700* (Wing) were both employed to select content for EEBO. The works described in a third short-title catalogue, the *Eighteenth-Century STC* (also the *ESTC*) was outside the time period covered by EEBO, but the *ESTC* played a role in developing the English Short Title Catalogue and the metadata standards it shares with EEBO.

The *STC:* Pollard and Redgrave's *Short-Title Catalogue*

Perhaps best known among these catalogues is A. W. Pollard and G. R. Redgrave's *A Short-title Catalogue of Books Printed in England, Scotland, and Ireland, and of English Books Printed Abroad, 1475–1640* (better known as the *Short-Title Catalogue*, or *STC*). Understanding the *STC*'s intended purpose can help clarify the nature of the data it contains. Neither the *STC* nor its revisions sought to present a complete picture of early modern

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Shakespeare's Language
A Spring 2015 Symposium
Directed by Lynne Magnusson

Thursday, 16 April

5:30	Opening Reception (Great Hall)
7:30 – 8:30	Shakespeare's Birthday Lecture **"Shakespeare and the Language of Possibility"** **Lynne Magnusson**, Professor of English, University of Toronto Welcome and Chair: **Kathleen Lynch**, Executive Director, Folger Institute

Friday, 17 April

9:00 – 10:30	**Renaissance Arts of Language** Revisiting Renaissance education in the arts of language, the session asks what fresh perspectives are emerging, concerning, for example, the everyday theatricality of the Latin schoolroom, judicial rhetoric, or the wider grammatical, rhetorical, or logical culture of Shakespeare's time? How might these inflect our understanding of Shakespeare's language? **Lynn Enterline**, Nancy Perot Mulford Professor of English, Vanderbilt University **Jenny C. Mann**, Associate Professor of English, Cornell University Chair: **Kenneth Graham**, Associate Professor of English, University of Waterloo
10:30 – 11:00	Coffee Break
11:00 – 12:30	**Style: Words, Figures, Sentences** A practicum in stylistic analysis, using some old tools (grammar and rhetoric) and some new ones (searchable databases and tagged texts). Shakespeare will be our example; our questions will include how to describe style, and how to measure it; how to follow it across cultures and through time; what it meant for Shakespeare, and what it means for us. **Jeff Dolven**, Associated Professor of English and Director of the Interdisciplinary Doctoral Program in the Humanities, Princeton University **Daniel A. Shore**, Associate Professor, Georgetown University Chair: **Ted Leinwand**, Professor of English, University of Maryland
12:30 – 1:30	Lunch

1:30 – 3:00

Language Change
The linguistic code is an important context for Shakespeare's verbal achievement, and this session addresses not only variation and change in Early Modern English but also the effects of subsequent linguistic change on Shakespeare's language. What fruitful points of interconnection are there between corpus-based approaches to the history of the language and Shakespeare studies?

Terttu Nevalainen, Director of English Philology, University of Helsinki
Sylvia Adamson, Professor of Renaissance Studies, University of Sheffield

Chair: **A.E.B Coldiron**, Professor of English and Affiliated Faculty in French, Florida State University

3:00 – 3:30

Tea

3:30 – 5:00

Distant Reading, Computational Approaches
With computer-assisted text analysis and querying of large corpora rapidly transforming language study, what fresh questions and approaches do they bring to the study of Shakespeare's language? Might the methods of computational stylistics or the digital analysis of large corpora be brought into fuller conversation with other methodologies explored in the symposium sessions? What does the future hold for research involving digital approaches?

Michael Witmore, Director, Folger Shakespeare Library
Jonathan Hope, Professor of Literary Linguistics, University of Strathclyde
Hugh Craig, Professor in the School of Humanities and Social Science, The University of Newcastle, Australia

Chair: **Ward Elliott**, Burnet C. Wohlford Professor of American Political Institutions, Emeritus, Claremont McKenna College

Saturday, 18 April

9:00 – 10:30

Discourse Analysis and Pragmatics
How do the latest developments in discourse analysis and pragmatics illuminate Shakespeare's language? What constrains and characterises Shakespeare's dialogue? How can the social aspects of interaction in Shakespeare be accounted for?

Jonathan Culpeper, Professor of Linguistics and English Language, Lancaster University
Alysia Kolentsis, Assistant Professor of English, St. Jerome's University and the University of Waterloo

Chair: **Jonathan P. Lamb**, Assistant Professor of English, University of Kansas

10:30 – 11:00 Coffee Break

11:00 – 12:30

Cognition, Embodied Language
What do new understandings of language grounded in cognitive science or in phenomenology offer for Shakespeare studies? What do they illuminate about linguistic choices below (or beyond) authorial consciousness? How promising are cognitive approaches to metaphor? To grammar? Distributed cognition? To the dynamics of audience reception?

Amy Cook, Associate Professor of Shakespeare, Theater History and Cognitive Theory, Stony Brook University
Mary Crane, Thomas F. Rattigan Professor of English, Boston College

Chair: **Maria Fahey**, English Faculty, Friends Seminary, New York, NY

12:30 – 2:00 Lunch

2:00 – 4:00

Workshop: Pedagogy and Digital Text-Analysis
There are many tools now available that make digital text analysis of the Shakespeare canon or contextual searches of large corpora readily accessible (e.g. Voyant, WordHoard, EEBO-TCP, CQPweb). How can we incorporate these effectively into our pedagogy for undergraduates and graduate students? Can these methods ignite new excitement and independent knowledge-making for students exploring Shakespeare's language? What initial steps might we take to incorporate what we find valuable into our research? What training can be recommended for students who want to take these methods further?

Stefan Sinclair, Associate Professor of Languages, Literatures and Cultures, McGill University
Martin Mueller, Professor Emeritus of English and Classics, Northwestern University
Brett Hirsch, Assistant Professor of English and Cultural Studies, The University of Western Australia

4:00 – 4:15 Break

4:15 – 5:15	**New Languages of Possibility** **Russ McDonald**, Professor of English Literature, Goldsmiths, University of London **Lynne Magnusson**, Professor of English, University of Toronto
5:15 – 6:30	**Closing Reception**