



The University of Georgia

University Council
Athens, Georgia 30602

January 9, 2015

UNIVERSITY CURRICULUM COMMITTEE – 2014-2015

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Dear Colleagues:

The attached proposal for a new Undergraduate Interdisciplinary Certificate in Digital Humanities will be an agenda item for the January 16, 2015, Full University Curriculum Committee meeting.

Sincerely,

William K. Vencill, Chair
University Curriculum Committee

cc: Provost Pamela S. Whitten
Dr. Laura D. Jolly

PROPOSAL FOR AN INTERDISCIPLINARY CERTIFICATE PROGRAM IN DIGITAL HUMANITIES

I. Basic Information

Date: November 01, 2014

Institution: University of Georgia

School/College: Franklin College of Arts and Sciences

Department/Division: n/a

Certificate Title (as it will appear in the Bulletin): Interdisciplinary Certificate in Digital Humanities

Level: Undergraduate

Proposed starting date for program: Fall semester 2015

Abstract of the program for the University Council's agenda:

We are writing to request the establishment of a new course prefix, DIGI (Digital Humanities Research and Innovation), for the purpose of bringing together existing course offerings and developing new courses related to digital humanities and humanistic information studies. The DIGI prefix would be part of a new research-intensive undergraduate certificate program that involves students as true collaborators in ongoing and often nationally-funded digital humanities research projects. (*See DIGI Projects below.*)

The proposed DIGI certificate program differs significantly from the NMIX (New Media Studies) program, which seeks to certify “the student’s understanding of and proficiency in new media.” DIGI students may receive a broad exposure to information systems and technologies but always in the context of the way humanistic knowledge is created and consumed in an increasingly digital world. DIGI students will typically participate in the creation of digital projects that weave together the academy and the general public, underlining the degree to which humanities majors are crucial to human success and happiness in the modern world.

Approval of this new certificate program would come at a propitious moment. In spring 2013 a new Faculty Research Cluster was funded by OVPR to create the Willson Center Lab for Digital Humanities and Arts on the third floor of the Main Library, in the suite opposite the University of Georgia Press. Four humanities departments—English, History, Classics, and Theatre/Film—were joined by the Franklin College, the University Library, and the Willson Center in the creation of this new cluster. The new Digital Humanities Lab (DHL) will be a state-of-the-art instruction space for faculty, staff, and students seeking knowledge about the digital humanities but will also serve as an incubation and publicity hub for ongoing digital humanities projects that involve graduate students, undergraduate

students, and faculty in collaborative archival and primary-source based research. The DIGI program will work closely with humanistic information science personnel at the Main Library, the Hargrett Rare Book and Manuscript Library, the Richard B. Russell Library for Political Research and Studies, and the Walter J. Brown Media Archives and Peabody Awards Collection. The DIGI suite consists of courses taught in three core areas—Digital Humanities information science, Digital Humanities skills, and Digital Humanities practice—all taught in the “collaboratory” model. (*See DIGI Courses below.*)

It is strongly desired that the DIGI course prefix not be attached to a particular department; it should instead stand as an independent interdisciplinary course prefix in the Franklin College. Examples of current course prefixes not attached to individual departments are HONS (Honors Program), FCID (Franklin College Interdisciplinary), and FYOS (First-Year Odyssey). Attaching the DIGI prefix to any single department would not only run counter to its interdisciplinary nature, but also give one department, most of whose members are not participants in the DHL, veto power over the wishes of digital humanists.

We also believe that once the new certificate program is running at full capacity we will need to hire a new staff position in the library (Ph.D. in a humanities discipline required) to oversee the undergraduate certificate program, teach regular courses in the program, oversee the solicitation, creation, and approval of new courses, and oversee the approval of DIGI capstone experiences. (*See DIGI Certificate Program below.*)

The new DIGI prefix will allow students in any given term to see at a glance what courses are available for those who, whatever their major, are broadly interested in the intersection of humanities and technology. We believe DIGI will become a brand undergraduates flock to, not merely for the content, but for the pedagogical style in which the courses are taught—courses where students are involved as true collaborators in leading national digital humanities projects.

Attached letters of support:

Dr. P. Toby Graham, University Librarian and Associate Provost
Dr. Nicholas Allen, Director, Willson Center for Humanities and Arts
Dr. Martin Rogers, Associate Director, Honors Program & CURO
Dr. Jamil S. Zainaldin, President, Georgia Humanities Council

II. Response to the Criteria for All Programs

1. *The purpose and educational objectives of the program must be clearly stated, and must be consistent with the role, scope, and long-range development plan of the institution.*

A. *State the purpose and educational objectives of the program and explain how the program complements the role, scope, and long-range development plan of the institution.*

The DIGI course prefix and certificate program will bring together specialists and skill sets from related academic and technology fields to focus on the application of Big Data techniques to humanity's Big Questions. Digital Humanities does not believe in technology for its own sake; however, it is simultaneously concerned with what the digital revolution is doing *to* our humanity and what it might do *for* our humanity (and for humanistic inquiry). Courses in the DIGI certificate program will focus on the development of research skills in humanistic information and information technologies—including data taxonomies, collection processes, and the construction of digital archives and other web-based research systems—though the emphasis is always on how we advance humanistic knowledge and make it available to the public. Defined by the Association of College and Research Libraries, information literacy is the ability to find, evaluate critically, and use information for both academic and personal purposes. Along with critical thinking, it is a fundamental skill that supports undergraduate learning in all disciplines. Despite its significance in a knowledge-based society, however, courses devoted to information literacy are not offered in the undergraduate curriculum. A suite of classes offered under the new DIGI prefix will allow students to examine these issues more fully while developing a deeper, richer, more sophisticated set of independent research skills more applicable to a digital economy.

B. *Describe the interdisciplinary nature of the proposed program. Which school(s) or college(s) and department(s) will be involved in the development of the program? Describe the expected stage of development for this program within five years.*

The DIGI course prefix and certificate program are designed to be truly interdisciplinary. This proposal and the courses outlined below have fresh and enthusiastic commitments of support from Franklin College departments of History, English, Theater, Classics, and Romance Languages; the Willson Center for Humanities and Arts; the Historic Preservation Program within the College of Environment and Design; and humanistic information science personnel at the Main Library, the Hargrett Rare Book and Manuscript Library, the Richard B. Russell Library for Political Research and Studies, and the Walter J. Brown Media Archives and Peabody Awards Collection.

The steering committee behind this proposal has been in close contact with and sought advice from representatives of the Honors Program and CURO, the College of Education, the College of Engineering, and the School of Music. We fully plan on expanding the DIGI Certificate Program to formally include these partners within the next five years. We also anticipate building permanent bridges to partners in other

humanities fields, such as the College of Journalism and Mass Communication, the School of Art, and the departments of Geography, Religion, and Computer Science, among others.

2. *There must be a demonstrated and well-documented need for the program.*

A. *Explain why this program is necessary.*

We currently have no major, minor, or certificate program that sits at the juncture of the humanities and STEM. Meanwhile, technological advances have created a world in which archivists and humanities scholars across a wide range of disciplines see “digitization,” “datafication,” and information systems as central to the future of their work. While digital humanities is notoriously difficult to define, Digital Humanities scholars typically explore two broad questions: how are digital technologies impacting our humanity, and how can digital technologies be used to better explore our humanity? The future relevance of the humanities depends, to no small degree, on its ability to grapple with these two questions.

The Interdisciplinary Certificate Program in Digital Humanities responds to these emerging issues on two fronts: First, it offers an unprecedented opportunity to bring together the best minds in multiple disciplines and provide them with the framework and resources to build new strategies and tools for the acquisition, analysis, and dissemination of humanistic knowledge. Second, it offers the opportunity to engage UGA students in the creation of cutting-edge research that, in the act of being carried out, creates a powerful and highly visible argument for what the humanities are and why they matter. Rather than watching old disciplines fade, we will reshape their reach and restate their importance in the digital age.

Students participating in the DIGI certificate program will be brought into the inner workings of Digital Humanities work on campus through courses built around the following kinds of projects:

The Civil Rights Digital Library (CRDL). Funded from 2006-2009 by a National Leadership Grant by the Institute of Museum and Library Sciences, the award-winning Civil Rights Digital Library promotes an enhanced understanding of the Civil Rights Movement by helping users discover primary sources and other educational materials from libraries, archives, museums, public broadcasters, and others on a national scale. Students on this project collaborated with archivists and faculty to develop the pedagogical component of this site focused on civil rights in Georgia, and they continue to research and write about local activists in collaboration with faculty. www.crdl.usg.org

Freedom on Film. Freedom on Film collects and annotates news coverage of Civil Rights activities in nine cities and towns in Georgia (Albany, Americus, Athens, Atlanta, Augusta, Columbus, Macon, Rome, and Savannah) from the Supreme Court’s *Brown v. Board of Education* decision of 1954 to the anti-poverty and anti-war campaigns of the early 1970s. www.civilrights.uga.edu

CSI Dixie. Funded by a Digital Innovation Grant from the American Council of Learned Societies, CSI Dixie allows students and the interested public to investigate nineteenth-century “cold cases” drawn from large digitized collections of coroners’ reports.

Born Unfree. Born Unfree is a participatory archive that allows historians, students, and the general public to collaborate in the creation of detailed biographical profiles, discussions, teaching materials, and (most especially) mapping applications devoted to the 2300 ex-slaves interviewed by the Works Progress Administration during the Great Depression.

IndianNation. IndianNation is a participatory archive that allows historians, students, and the general public to collaborate in the creation of detailed biographical profiles, discussions, teaching materials, and mapping applications devoted to the 237,000 Native Americans captured in the 1900 census.

Georgia Virtual History Project (GVHP). The Georgia Virtual History Project is an effort to use new and interactive technologies to tell the history of the state and make it available to multiple audiences, from eighth-graders and the general public to college students and academic professionals. GVHP is an effort by faculty in various departments at UGA, as well as community members, educators, and high school students in several counties across the state. It has been supported by grants from various local historical societies, the Putnam County Charter School System, and the Georgia Humanities Council.

People not Property. People not Property is a collaborative effort between faculty and archivists at the University of Georgia, Clemson University, and UNC-Asheville. It is rooted in several thousand slave records uncovered by digital history students at UGA, and several thousand more uncovered by researchers in Asheville, NC, but is now on track to become the nation's first database of nearly five million enslaved African Americans. This project will enlist the participation of students, families, and community members as history detectives to track and share information about the people named in these slave deeds and bills of sale, and to explain their research process so that others may follow their example.

Digital Arts Library Project. The DALP seeks to acquire, catalog, and preserve legacy computers and video game systems as well as a collection of electronic literature pieces, digital interactive narrative pieces, and video games themselves in order to support research and teaching programs in digital arts. The Library will make available to faculty and students a variety of gaming platforms, computers, and virtual machines, as well a library of computer games and pieces of electronic literature that reflects the history of the Electronic Arts since the early 1980s in different cultural contexts, including the history of French video games.

Linguistic Atlas Project. The LAP is the oldest and largest American research project to survey how people speak differently across the country. The primary outlet for Atlas research is the Linguistic Atlas Web site, www.lap.uga.edu. Current work on the Atlas involves 1) digitization of all Atlas materials as text, audio, and image files; 2) creation

of text-encoding and presentation format for Atlas interviews which will allow for linked text, sound, images, maps, and analytical information for a wide range of users in the LICHEN multimodal software platform; and 3) advanced methods of analysis for language variation, including GIS. It has received funding from NEH and NSF on numerous occasions.

B. In addition, provide the following information:

- 1. Semester/Year of program initiation: Fall 2015*
- 2. Semester/Year of full implementation of program: Fall 2016*
- 3. Semester/Year first certificates will be awarded: Spring 2017*
- 4. Annual number of graduates expected (once the program is established): 25+*
- 5. Projected future trends for number of students enrolled in the program:*

The Interdisciplinary Certificate Program in Digital Humanities will help stem the tide of UGA students away from humanities departments. Humanities majors have always been recognized, including by prospective employers across the state, for their unique skillsets—an ability to read closely, master large amounts of complex information, and communicate with clarity and verve—but they have had a tougher time convincing employers that they are ready to “plug in,” especially when it comes to key technical skills. The DIGI certificate will help these students make the best of both arguments, and it is anticipated that the certificate will become sought after as a result. DIGI courses, moreover, are designed to feed students into a few carefully managed and highly visible digital humanities projects, which will add to the university’s reputation for academic excellence and build a national reputation for the DIGI program. That reputation will demonstrate to students, parents, stakeholders around the state, as well as potential employers exactly why humanities-based skills in research and analysis are crucial to the 21st-century workplace.

3. There must be substantial evidence that student demand for the program will be sufficient to sustain reasonable enrollments in the program.

A. Provide documentation of the student interest in the program, and define what a reasonable level of enrollment is for a program of this type. Provide evidence that student demand will be sufficient to sustain reasonable enrollments.

Potential undergraduate interest in the program appears to be high. While no DIGI courses are yet on the books, introductory Digital Humanities courses have been taught in English for years. “Going into this class, I wasn’t quite sure what to expect,” noted one student in his/her course evaluation, “but [the instructor] introduced us to the field of Digital Humanities in a way that made sense right off the bat . . . I’m now looking into graduate DH programs specifically because of [this] class. It would be fantastic to see more classes like this at UGA! I think students of all majors would benefit tremendously from [this] approach to Digital Humanities and everything it entails.” Another student offered similar enthusiasm and support. “DH will, hopefully, take its rightful and ‘well-duh’ place in both academics and in the larger landscape of ‘new media’ and digital archiving,” this student reported. “This is exciting. And this is definitely the way English and the humanities are going. And it should! Because it is making everything exciting.”

In addition to these Digital Humanities-specific courses, several faculty members in History and English have built courses around their own digital projects, and the end-of-term evaluations were consistently among the very highest these faculty members have received. For instance, the core research team for the *Civil Rights Digital Library* consisted of four UGA graduate students and seven undergraduates; another 54 undergraduates contributed research to the project. Student evaluations were *overwhelmingly* positive. Similarly 10 Honors students have worked on the *Born Unfree* project, *all of whom* rated the project and the instructor as “Outstanding” on HONS course evaluations. Nearly 75 undergraduates, including 3 CURO students, have contributed data for three Georgia counties to the *People not Property* project. Approximately 95% of students who completed end-of-term student evaluations gave the project a “4” or “5” rating and wrote highly positive comments about the experience and its outcomes. Finally, more than 30 UGA undergraduate and graduate students from various departments have voluntarily contributed research to the *Georgia Virtual History Project*. Eight of them have been CURO students, two of whom used their work for the project as the centerpieces of their successful applications to become CURO summer fellows, and one of whom used it as the core of his successful application to become a Midterm Foundation Fellow. Six students have used portions of their work on GVHP as foundational pieces of their successful applications to graduate programs in history, historic preservation, public history, and public administration. In addition, more than 75 high school students have contributed to the project over the past three years and have often worked closely with UGA students in so doing.

B. *To what extent will minority student enrollments be greater than, less than, or equivalent to the proportion of minority students in the total student body?*

Core projects at the DHL—the *Civil Rights Digital Library*, *Freedom on Film*, *IndianNation*, *Born Unfree*, *People Not Property*, and the *Georgia Virtual History Project*—are inherently multicultural and will help make the humanities relevant and relatable to 21st century Georgians of all races and backgrounds. We expect, therefore, an increased enrollment of minority students in DIGI classes when compared to enrollments in traditional humanities offerings. We also expect that as these projects draw more publicity, they will help UGA to attract more minority students and enhance its reputation for diversity.

4. *The design and curriculum of the program must be consistent with appropriate disciplinary standards and accepted practice.*

A. *Present a detailed curriculum outline of the program listing specific course requirements (to include programs of study, course prefix, number, and title).*

The DIGI Certificate Program seeks to give undergraduate students a broad exposure to digital humanities and to how information technology is remaking the way humanistic knowledge is created and consumed. The classroom emphasis is not on lecture but on primary-source digital research collaborations between students and professors. Such collaborations are crucial to remaking the face of higher education.

The creation of the Digital Humanities Lab and the DIGI Certificate Program are part of a concerted attempt to stanch the flow of undergraduates away from traditional humanities disciplines; they will provide opportunities for students to engage in cutting edge research and participate in the creation of nationally significant—and highly visible—digital humanities projects.

To qualify for the DIGI certificate students must complete a minimum of seventeen hours in the DIGI certificate program with an average total grade of B or better, subject to the following rules: 1) the student must take DIGI 1120, the one-credit foundation course in digital skills and the digital environment at UGA; 2) the student must take a minimum of three hours in each of DIGI's core areas— Digital Humanities information science, Digital Humanities skills, and Digital Humanities praxis; 3) the student must craft a capstone experience—the completion of a research-intensive digital humanities project of their own devising. That capstone experience may be a one-credit extension of a CURO, HONS, or senior thesis project, or, where those options are not available, the student may elect to take a three-credit DIGI 4990 senior thesis as an independent study.

Digital Humanities Foundation Course

The one-credit DIGI 1120 (currently UNIV 1120 Online@UGA) has been the basic computer and information literacy course at UGA for the past fifteen years, co-taught by faculty and librarians. The course currently has five instructional goals: computing/technical resources on campus for students, digital and electronic research resources, campus computer ethics and security, documentary production, and Web authoring.

Digital Humanities Information Science Core

One to three of the following new Digital Humanities information science courses will be offered in each of the fall and spring semesters:

DIGI 3000 | Information Management and Scholarly Communication: Develop the skills needed to do research in the humanities. From manuscripts and published texts to visual arts and new media, research in the humanities is simultaneously traditional and groundbreaking. Students will first master the standard research tools in the discipline, then they will examine ways that new technologies are changing the questions humanities scholars ask. Issues discussed will include the crisis in scholarly book publishing, intellectual property and orphan works, new venues for scholarly discussion, and the future of the humanities and humanities collaborations in the academy. (3 credits)

DIGI 3100 | Cultural Institutions: This course will discuss the history of cultural institutions—libraries, museums, gardens, digital libraries, and other settings. Students will explore the meaning and method behind the act of collecting and classifying texts and objects through readings, discussions, field trips to local institutions, and a digital curation project. (3 credits)

DIGI 3200 | Intellectual Property in the Digital Age: This course will examine the idea of copyright as a cultural philosophy and an idea that has changed over time.

Students will look at case studies of plagiarism and copyright infringement both past and present to discuss what intellectual property meant then and what it might mean now in the digital age. This course will also discuss and provide strategies for avoiding plagiarism in students' own academic work. (3 credits)

DIGI 3300 | Issues in Information Technology: This discussion-based seminar will examine the history and cultural, social, and legal ramifications of our information-focused world and how this infrastructure permeates all aspects of global society. The course will cover a wide range of topics, including how information exchange underlies the modern global economy, the importance of monitoring your electronic footprint, legal issues (such as cyberbullying and file sharing) associated with our current information technologies, the effects of social media on how we communicate, and other aspects and implications of how we gather, process, and store information. (3 credits)

Digital Humanities Skills Core

One to three of the following cross-listed, Digital Humanities skills-based courses will be offered in each of the fall and spring semesters. (The instructors listed in parentheses have pledged to teach these courses in a regular rotation under the DIGI rubric and according to DIGI standards. Such standards are laid out and will be consistently maintained by the DIGI steering committee and (ultimately) the DIGI coordinator of the undergraduate certificate program.)

ENGL(LING)(DIGI) 4885, ENGL(LING)(DIGI) 6885 | Introduction to Humanities Computing (Steger, Eaket, Kretzschmar)

This broad introduction to the field of digital humanities focuses on both theory and praxis; students read and discuss the emerging scholarship in the digital humanities, and learn some of the basic skills that a humanities scholar might find useful in working with digital resources: HTML, CSS, XML, SQL (databases) and TEI. The course also focuses on digital tools—including mapping tools, tools for building timelines, text analysis tools, and visualization tools—to explore the question, “What can a computer tell you about language and literature?” (3 credits)

ENGL(DIGI) 4888, ENGL(LING)(DIGI) 6888 | Humanities Computing I: Knowledge Representation (Steger)

This course goes beyond an introduction to the field to challenge students to engage with the ways that thinking about texts as “data” changes, enhances, and complicates humanistic enquiry. The course is particularly concerned with digitization of artifacts. (3 credits)

† ENGL(LING)(DIGI) 4889, ENGL(LING)(DIGI) 6889 | Humanities Computing II: Applied Design (Eaket):

This course examines the “Spatial Turn” in the Humanities and Social Sciences as it relates to Digital Humanities practices. The class looks at the intersections between spatial theory, embodiment, and narrative as they relate to creating rich user experiences. The goal is to help scholars get research, collections, and stories out of the archives and into the real world through the use of content management systems, maps, audio exhibits, and educational games. Central questions of the class revolve around issues of medium-specificity (i.e., “the right tool

for the right job”) and how to best deploy digital tools to facilitate engagements with spaces and archives. (3 credits)

* **HIST(DIGI) 4xxx | Introduction to Spatial History** (Hamilton): History happens in place as well as time; this course will introduce students to concepts and techniques for thinking spatially about the nature of political, social, economic, and cultural change. Although students will learn basic techniques for creating digital historical maps using ArcGIS, seminar-style discussions will focus on how the practice of spatial history opens up opportunities for new research questions and collaborative research practices. (3 credits)

* **HIST(DIGI) 4xxx | History in the Digital Age** (Nesbit): This course will introduce students to opportunities and challenges of using newer technologies in the practice of history. Themes will include incorporation of GIS, relational databases, social network analysis, and text mining into historical work; humanities visualization; the use of the social web; and current debates in the fields of digital history and digital humanities. (3 credits)

Digital Humanities Praxis Core

At least three of the following Digital Humanities praxis-based courses will be offered in each of the fall and spring semesters. (The instructors listed in parentheses have pledged to teach these courses in a regular rotation under the DIGI rubric and according to DIGI standards.)

† **CLAS 4140/6140 | Archaeology of Punic and Roman Carthage** (Norman): The civilization of Roman North Africa from the Punic period through the Arab Conquest, using the important city of Carthage as a model. For the digital humanities component, students will contribute to a comprehensive website that will present the archaeological remains of the city in order to map the city's development throughout antiquity. (3 credits)

† **CLAS 4340/6340 | Ancient Athens** (Norman): Examination of the archaeological, literary, and environmental evidence for the ancient city of Athens, from the Dark Ages through the Roman period, with special emphasis on the creation of the polis, its social, economic, and cultural systems, and its place within the wider Greek world. For the digital humanities component, students will work on digital walking tours of the ancient city at particular historical moments in order to understand more fully the architectural and natural landscape of the city. (3 credits)

ENGL 4826 | Style: Language, Genre, Cognition (Kretzschmar)

The focus of this course is *patterns*, especially those that can be discovered by digital means, both for the creation and the reception of language and literature, through the relative contributions of author, reader, and their social milieu to the creation of meaning in literary texts. (3 credits)

ENGL 4832W | Writing for the World Wide Web (Davis)

Theory and practice of the process of writing for the World Wide Web. An advanced study of writing focused on analysis of digital texts, use of digitally-informed research methods, and design of texts intended for delivery through the digital, networked environment. This course examines how the medium affects the production and consumption of digital texts and on how readers, writers, and researchers manage, process, and present digital material. (3 credits)

ENGL 4810 | Literary Magazine Editing and Publishing (Iyengar): Students engage in all aspects of editing and producing a literary magazine or scholarly journal while learning about literary and academic culture through theoretical, aesthetic, critical, and practical components. (3 credits)

ENGL(LING) 4886 | Text and Corpus Analysis (Kretzschmar)

This course is an exploration of text and corpus analysis—the field is too new, developing too quickly, to have become canonical. The course begins with discourse analysis, analysis of patterns of language within and across texts, especially in the social and cultural contexts in which texts occur. The course also by necessity includes training in a computer text-processing environment. It considers the literary and linguistic value of computer-aided analysis of texts and corpora, including elementary notions of text encoding, file manipulation, stylometry, and textual criticism. (3 credits)

* **ENGL 48xx | Literature and Media (Menke):** This course teaches students how to understand literary works in light of theories and histories of media, from writing and the printing press to digital culture. Tools and approaches include orality and literacy theory, media theory, media-specific analyses, hypertext and cybertext theory, comparative media studies, intermediality theory, and media archaeology. Students conduct and present their own research via multiple media and have the opportunity to undertake a digital research project as their major assignment for the course. (3 credits)

† **FREN 4600/6600 | Studies in French and Francophone New Media**

(Baillehache): The course (cross-listed graduate and undergraduate) explores the history and theory of French and Francophone new media art, including algorithmic and combinatorial literature, text generators, kinetic poetry, hyperfiction, net art, hypermedia fiction, and video games. The goal of the class is to give students critical tools to explore and better understand the increasing role of information sciences in contemporary culture. This seminar draws on the collection of the Digital Arts Library at UGA, a library of legacy computers, electronic literature, and video game systems. Students learn how to interact with, preserve, archive, and document a collection of legacy computers and software, and how to use online databases to document and share their research. (3 credits)

* **HIPR 4xxx/6xxx | Public History and Technology (Nesbit):** This course will explore the interplay between the spaces of the past and the communicative technologies and media used to represent them. The course will introduce students to the use of technology in public history, the relationship between media and historical

sites, and will teach students how to assess the effectiveness of technologies in presenting historical narratives. (3 credits)

HIST 3090 | The American South (Lawton): This course explores the political, social, and cultural history of the U.S. South from its colonial foundations through the present. Student research projects are part of an ongoing effort between the Georgia Virtual History Project and the Georgia Humanities Council to expand upon and geospatially locate content in the web-based *New Georgia Encyclopedia*. (3 credits)

HIST(AFAM) 3101 | The Early African American Experience (Lawton): This cross-listed course explores the African roots of African Americans, the experience of slavery, and the creation of communities and the struggle for freedom through the Civil War. Students in this course will have the opportunity to work on digital projects connected to the Georgia Virtual History Project, People not Property, and Born Unfree. (3 credits)

HIST(AFAM) 3102 | The Modern African American Experience (Lawton): This cross-listed course explores the twentieth-century struggle for civil rights, black identity, and self-determination. Students in this course will have the opportunity to work on digital projects connected to the Civil Rights Digital Library, Born Unfree, and the Georgia Virtual History Project. (3 credits)

HIST 4100/6100 | History of Georgia (Lawton): A survey of the people and events that have shaped Georgia from 1733 to the present. Student research will be part of an ongoing effort between the Georgia Virtual History Project the Georgia Humanities Council to expand upon and geospatially locate content in the web-based *New Georgia Encyclopedia*. (3 credits)

HIST 4071/6071 | Antebellum South (Lawton): Digital efforts by UGA Libraries and the Digital Library of Georgia have remade the way this course is taught and the type of student research it makes possible. Students are now able to access primary source documents that were once hidden in archives, read daily newspapers from across Georgia, and thus arrive at a much more intimate understanding of the lives of planters, slaves, and the broad spectrum of those in between. Students in this course will have the opportunity not only to experience how technology is remaking the very fabric of humanities scholarship, but also to build digital pieces connected to the Georgia Virtual History Project, People not Property, and Born Unfree. (3 credits)

HIST 4110H | Multicultural Georgia (Honors) (Lawton): This course presents a deep reading of the various—and previously overlooked—economic, ethnic, racial, and religious groups that have shaped the history and character of Georgia over the past three centuries. Student research will be woven into relevant spaces in ongoing digital projects such as the Civil Rights Digital Library, Born Unfree, and the Georgia Virtual History Project. (3 credits)

* **HIST 4xxx | Death and Dying in U.S. History** (Berry): A broad survey of death and dying in United States history from 1609 to the present with an emphasis on student

research and involvement with digital projects devoted to public health and mortality in the American past. (3 credits)

* **HIST 4073/6073 | The Era of Reconstruction, 1865-1877** (Berry): This course offers an intensive examination of the United States from 1865 to 1900 as the federal government grappled with the aftermath of slavery, secession, and Civil War. The emphasis, however, is on African Americans' attempts to make their freedom mean something. The course is built around the digital projects *CSI Dixie*, *Born Unfree*, and *People not Property*. (3 credits)

† **HIST 8860 | Seminar in History** (Saunt): GIS (Geographic Information Systems) is a technology that allows to store and analyze information spatially. It has transformed environmental science, cartography, epidemiology, city planning, and many other fields. In this course, we will explore its usefulness to historians and learn how to employ it in our own work. Over the length of the semester, students will work on and complete a mapping project related to their own interests and research. (3 credits)

† **SPAN 8100 | Poetry and Poetics** (Correa-Diaz): This graduate course will reflect on and provide examples of the intersections between experimental poetics and the advent of technological advances, whose connections form the backdrop for the current cybercultural/literary condition structuring 20th- and 21st-Century world literatures and cultures. We will explore what can be done with poetry in an online and/or new media environment. Our multimodal approach to the subject will make an emphasis on the digital-electronic, spatial, performative, audio-visual, and linguistic dimensions of writing poetry nowadays, expecting to offer new and powerful ways to think about and understand (teach) poetry. Readings will include poetry of several varieties (e.g., visual and concrete poetry, animated, video, holo-poems, algorithmic and interactive works, hyper/cyber poetic texts) from different world regions, as well as secondary readings in literary and cultural criticism and digital/media studies (poetry) (e.g., Hayles, Glazier, Kac, Stockman, Davinio). (3 credits)

THEA 7865 | Interactive Media as Drama I: Digital Storytelling uses various media to create interactive narratives for diverse audiences. Combining the techniques of multimedia, interactive fiction, interactive drama, locative media and installation art, Digital Storytelling (DS) attempts to use 21st century tools in conjunction with one of our oldest art forms. We will examine how non-linear stories differ from linear ones and how various theories of narrative can help us think about (and design) stories in new ways. The class explores how we can create different types of stories emphasizing particular sensory modalities: interactive text adventures, location-specific audio walks, re-mixable web media, projected environments, and interactive videos. We typically alternate between thinking and making—that is, discussing the use of these technologies (and some relevant artistic examples) and creating projects using particular hardware/software tools. (3 credits)

THEA 7875 | Interactive Multimedia and Live Performance: In this class, we will explore the ways interactive media can enhance theatre and performance art, as well as the way interactive media is giving rise to new art forms that combine elements of theater, video, music, sculpture, installation, and digital technology. This course

combines theory and practice. You will acquire hands-on skills to use computers to trigger and manipulate complex sequences of sound, light, video, and robotics, and also to use sensors that respond to touch, light, sound, and movement. (3 credits)

THEA 5780/7780 | Topics in Computer Technology: Despite having access to massive amounts of information on the web, we typically know very little about the streets, buildings, and spaces we walk by every day. Locative Media uses wireless networks to link information and stories to places in the real world in order to turn the environment into a story, a game, a myth, or a work of art. Location-linked information changes our perspective, so that instead of seeing world as a set of static objects, we begin to see our surroundings as sites of potential for stories and play. This class explores how technologies like Wi-fi, Cell Phones, FM radios, Augmented Reality, and GPS can be deployed to create unique, location-specific experiences in public places. (3 credits)

Capstone Experience

DIGI 4990 | Senior Thesis: This capstone project may be a one-credit extension of a CURO, HONS, or senior thesis project. Alternatively, a student may elect to take this class as an independent study supervised by two faculty reviewers, one of whom must serve as a humanities project PI or Co-Director.

* Courses pending approval in CAPA.

† Additional graduate offerings

B. Identify which aspects of the proposed curriculum already exist and which constitute new courses.

DIGI's Digital Humanities Information Science courses are new and have been designed specifically to meet the needs of the Interdisciplinary Certificate Program in Digital Humanities. DIGI's Digital Humanities Skills and Praxis courses are existing courses or courses pending approval in CAPA.

C. Identify model programs, accepted disciplinary standards, and accepted curricular practices against which the proposed program could be judged.

U.S. institutions with a Digital Humanities center, lab, or program:

University of Alabama
Brigham Young University ★
Brown University
University of Buffalo
University of California, Los Angeles ★ ★
University of Central Florida ★
City University of New York ★
Clemson University
Columbia University
Dartmouth University ★ +

University of Denver ✚ ★
 DePaul University ★
 Duke University ★
 Emory University
 George Mason University
 Georgetown University
 Georgia Tech
 Hamilton College
 Harvard University
 University of Illinois at Urbana Champaign
 Indiana University, Bloomington
 Indiana University of Pennsylvania
 University of Kansas
 University of Kentucky
 Loyola University of Chicago ⊙
 University of Maryland
 Massachusetts Institute of Technology
 Michigan State University ✚ ★
 NC State University ★
 University of Nebraska, Lincoln ⊕ ★
 University of North Carolina, Chapel Hill ★
 Northwestern University
 University of Oregon
 Princeton University
 Rutgers University
 Stanford University ★
 University of South Carolina
 University of Southern California ⊕ ★
 Stockton College
 Texas A&M University ★
 Texas Tech University ★
 University of Virginia
 University of Washington ★
 Wake Forest University
 Wayne State University
 West Virginia University
 University of Wisconsin-Madison ✚
 Yale University

- ✚ Institution offering an undergraduate certificate in Digital Humanities
- ⊕ Institution offering an undergraduate minor in Digital Humanities
- ✚ Institution offering an undergraduate major in Digital Humanities
- ★ Institution offering a graduate certificate in Digital Humanities
- ⊙ Institution offering an MA in Digital Humanities

A sampling of peer institutions:

Within Georgia

Georgia Tech. Georgia Tech's Digital Humanities Lab is housed and directed within the Department of Literature, Media, and Communication. Its small size—with respect to faculty, students, and outreach on campus—belies the scope of its accomplishments. Among noteworthy current projects is a tool for visualization of metadata associated with text-based archives including, in partnership with the University of Virginia, the creation of an online resource for visualizing the contents and significance of more than 30,000 documents contained within the *Papers of Thomas Jefferson Digital Edition*. There are no majors, minors, or certificate programs through which students can receive credit for working with the lab.

Emory University. The Emory Center for Digital Scholarship is one of the finer in the South, albeit one without significant student involvement. It draws together what were previously four distinct units within the Robert W. Woodruff Library, including the Digital Scholarship Commons and the Emory Center for Interactive Teaching, and marries them with cutting-edge scholarship and technological developments from across campus and beyond. ECDS has made possible such well-known and well-regarded projects as the online, multimedia, peer-reviewed journal *Southern Spaces*, and Natasha Trethewey's video series *Poets in Place*. It is run by two co-directors and nine staff, who work with faculty on identifying and developing key projects, and who administer a broad array of workshops and faculty development programs geared towards enhancing the long-term sustainability of the Digital Scholarship initiative. There are no majors, minors, or certificate programs through which students can receive credit for working with the center.

Within the South

University of Alabama. The Alabama Digital Humanities Center is part of the University Libraries and primarily serves as space and resources for incubating Alabama-based projects that have potential to reformulate teaching and learning on campus. It serves as a hub from which those projects (such as Alabama Architecture, Black Belt 100 Lenses Digital Archive, and "To See Justice Done": Letters from the Scottsboro Boys Trials) reach out and engage with communities across the state. ADHC currently lists 22 affiliated faculty and staff from various humanities and technology departments. There are no majors, minors, or certificate programs through which students can receive credit for working with the center.

Clemson University. The Clemson CyberInstitute is an effort to connect private sector projects and investment with interdisciplinary and multidisciplinary teams of Clemson faculty, staff, and students. The university's Digital Humanities Initiative, one part of the CyberInstitute, is an attempt to provide seed funding to faculty Digital Humanities projects that weave together innovative approaches to technology, computer programming, and the arts and humanities. The CyberInstitute

and its initiatives are still in an early stage of development. There are no majors, minors, or certificate programs through which students can receive credit for working with the center.

University of South Carolina. USC has a substantial Center for Digital Humanities, housed in the Thomas Cooper Library, with a staff of 17 reporting to the associate director and the director. USC's Center is primarily a laboratory for the development and incubation of small-scale digital humanities projects designed by faculty, especially those that might potentially seed grant applications. While the Center periodically offers a few courses on various Digital Humanities methods and tools, those courses are not part of a larger Digital Humanities initiative on campus.

University of North Carolina, Chapel Hill. UNC's Digital Innovation Lab is associated with the Department of American Studies and is an incubator for faculty-designed digital humanities projects. Like other peer institutions, the lab is involved in several large Digital Humanities projects that run on funding from UNC and external sources. More important, UNC's Digital Innovation Lab is a foundational block of the Mellon-funded Carolina Digital Humanities Initiative. This remarkable program weaves together on-site and on-line digital humanities courses from UNC, NC State, and Duke, all of which feed into a Graduate Certificate in Digital Humanities at each university. At UNC alone, the Carolina Digital Humanities Initiative is fueling the hire of three new tenure-track faculty in Digital Humanities between 2013-16, as well as multiple faculty fellowships, graduate student fellowships, and four post-doctoral fellowships.

Other U.S. Institutions

University of Maryland, College Park. UM's Maryland Institute for Technology in the Humanities (MITH) was one of the first digital humanities centers in the nation and is widely regarded by Digital Humanities scholars as one of the best in the nation. Despite its relatively small staff (four administrators, five staff, and two fellows), MITH is currently engaged in fourteen substantial Digital Humanities projects, some internal and some in partnership with Digital Humanities centers at the University of Nebraska-Lincoln, UNC-Chapel Hill, University of Illinois Urbana-Champaign, Brown University, and Oxford University, among others. MITH is jointly funded by the University of Maryland's College of Arts and Humanities and the University of Maryland Libraries, but individual Digital Humanities projects have also brought in support from the NEH, the Andrew W. Mellon Foundation, the Hathi Trust, and Amazon Web Services. Select UM students can work with faculty on their individual Digital Humanities projects, but there are currently no majors, minors, or certificate programs by which they can receive Digital Humanities or interdisciplinary credit or earn a transcript record of their association with MITH.

University of Nebraska, Lincoln. Nebraska's Center for Digital Research in the Humanities was founded in 2005 as a joint venture between the University

Libraries and the College of Arts and Sciences. It is led by two faculty co-directors (one with a faculty appointment in the library) and includes fourteen faculty members drawn from humanities departments and the libraries and five staff positions. This substantial program directs the energy of faculty, staff, and graduate and undergraduate students towards a limited number of carefully curated and administered Digital Humanities projects. Undergraduates can apply their work in cross-listed interdisciplinary classes towards a Minor in Digital Humanities; graduate students can earn a certificate. In addition to work done internally at UNL, the Center for Digital Research in the Humanities has made the university one of 15 Midwestern institutions currently participating in the “Humanities Without Walls Consortium.” This effort, fueled by a two-year, \$3 million grant from the Andrew W. Mellon Foundation, brings together the digital humanities strengths of scholars and programs at Indiana University, Michigan State University, Northwestern University, Ohio State University, Penn State University, Purdue University; and the Universities of Chicago, Iowa, Michigan, Minnesota, Nebraska, Wisconsin-Madison, the University of Notre Dame, and the University of Illinois at Chicago.

UCLA. UCLA’s Center for Digital Humanities offers another excellent model. The center is made up of three administrators and 35 faculty members drawn from 20 departments and five schools. Undergraduate and graduate students take core classes in Digital Humanities before moving into a mentorship program that leads to the creation of a capstone digital project. Undergraduates engaged in this work earn a Digital Humanities minor, while graduates earn a certificate. CHD lists 15 current projects on its website, all but one of which are funded by external grants from organizations such as the NEH, NSF, the Newberry Library, and the Andrew W. Mellon Foundation. The center also serves as a tech incubator for digital projects by UCLA faculty.

D. Evaluate the extent to which the proposed curriculum is consistent with these external points of reference and provide a rationale for significant inconsistencies and differences that may exist. If program accreditation is available, provide an analysis of the ability of the program to satisfy the curricular standards of such specialized accreditation.

A survey of the digital humanities landscape reveals fifteen years of remarkable growth, from a state of near non-existence in the late 1990s to a point at which most major universities have a Digital Humanities footprint of some kind. Those universities that have taken leadership roles in the Digital Humanities revolution have done so primarily by creating centers or laboratories that incubate born-digital, and often collaborative, faculty projects. Schools such as Emory, the University of North Carolina-Chapel Hill, the University of Maryland, the University of Nebraska-Lincoln, and UCLA have increased their national reputations significantly by organizing around Digital Humanities —creating physical lab spaces, hiring staff, and creating an intellectual environment wherein tech professionals and academics work together on highly visible Digital Humanities projects.

The University of Georgia has a unique opportunity not only to join the ranks of Digital Humanities-engaged schools, but also, by acting quickly, to define itself as a

leader in the field among southern institutions. Emory and UNC-Chapel Hill are currently the only southern schools that have programs comparable to the one we are proposing, yet we believe that our plan—centered around substantial, highly visible, and carefully curated Digital Humanities projects woven into the fabric of our undergraduate curriculum—will quickly propel us to at least the levels those institutions have attained. Even viewed against the best programs at peer institutions across the United States, UGA is on the cusp of creating something noteworthy and new. An interdisciplinary certificate program in digital humanities, combined with the creation of a physical Digital Humanities Lab in the Main Library, will allow us to create an undergraduate Digital Humanities program on par with the best in the nation, including those of our closest models, UCLA and University of Nebraska. It will also allow us to stake a defining role in the national debate over the waning of the humanities and give us standing to make a new argument about the relevance of the humanities in modern life. Acting now may also open the door for the university to take a leadership role among other universities in the state and, with adequate support over the next few years, UGA could become the senior partner in a statewide humanities initiative modeled on the one the Mellon Foundation funded at UNC-Chapel Hill to work with Duke University and NC State.

There are not currently curricular standards, best practices guidelines, or accreditation opportunities for Digital Humanities programs, but they are certainly on the horizon as the number of programs continues to grow. Leading organizations such as ADHO (Alliance of Digital Humanities Organizations, including five national digital humanities associations), HASTAC (Humanities, Arts, Science, and Technology Alliance and Collaboratory), and a number of Digital Humanities centers across the U.S. appear to be interested in developing towards these goals. Building an undergraduate program at UGA will allow us to have a voice in these discussions as they progress over the next few years, rather than trying to catch up several years from now when guidelines have already been set.

5. *Faculty resources must be adequate to support an effective program.*

- A. *Define the size, experience, and specializations of the full-time faculty needed to support an effective program. Identify the extent to which such faculty resources currently exist at the institution, and what additions to the faculty will be needed to fully implement the program. Specify how many full-time faculty will provide direct instructional support to this program.*

Faculty in six key departments were integral to the creation of this proposal and have agreed to offer courses connected to the Interdisciplinary Certificate in Digital Humanities program on a regular and rotating basis. The number of faculty listed below is substantially smaller than the numbers who participated in Digital Humanities-initiative meetings held by the Willson Center and UGA Libraries during the 2013-14 academic year. This then is simply the Digital Humanities *core*. We know that many more faculty are interested and that many more will get involved, but here we highlight only those faculty members whose work in, and commitment to, Digital Humanities is truly outstanding.

Department of Classics: at least one committed faculty member (the current chair)
Department of English: at least five committed faculty members
Department of Romance Languages: at least two committed faculty members
Department of History: five committed faculty members (including the current chair)
Department of Theater: at least two committed faculty members
Program in Historic Preservation: at least one committed faculty member
UGA Libraries: at least three committed potential instructors in humanities computing

B. In addition, for each faculty member directly involved in this program, list:

- 1) Name, rank, degrees, academic specialty, educational background*
- 2) Special qualifications related to this program*
- 3) Relevant professional and scholarly activity for past five years*
- 4) Projected responsibility in this program and required adjustments in current assignments*

The DIGI Certificate Program will be coordinated by an academic professional or faculty member with a Ph.D. in a core humanities field and experience in digital humanities programs. The certificate program will be housed in the Dean's Office in the Franklin College of Arts and Sciences. The DIGI Coordinator will be appointed by the DIGI steering committee (see below). DIGI affiliated courses will be taught by Franklin College faculty, as well as archival and technology specialists on staff at UGA Libraries.

Details for key individuals in the development of this proposal are provided below; there will be numerous other faculty involved in teaching Digital Humanities courses and developing and building Digital Humanities projects.

Nicholas Allen, Ph.D.

Rank, degrees, academic specialty, educational background:

Director of the Willson Center for Humanities and Arts, Franklin Professor of English

Special Qualifications related to this program:

As director of the Willson Center, Dr. Allen is deeply connected to many of the humanities and arts initiatives on campus. He and Dr. Toby Graham have spearheaded the effort to create a Digital Humanities Lab in the Main Library, as well as the efforts that resulted in this proposal for a certificate program.

Relevant professional and scholarly activity for the past five years:

Dr. Allen is author of numerous books and peer-reviewed articles. He has previously taught at the University of North Carolina at Chapel Hill, and prior to coming to UGA, was the director of the Moore Institute at the National University of Ireland, Galway.

Projected responsibility in this program:

Dr. Allen will oversee the work of the Certificate Program coordinator in ensuring that faculty, courses, and projects affiliated with the certificate program are aligned with the larger mission of the Digital Humanities Lab and the Willson Center.

Stephen Berry, Ph.D.

Rank, degrees, academic specialty, educational background:

Gregory Professor of the Civil War Era, Department of History

Special Qualifications related to this program:

Dr. Berry is the recipient of a 2013-14 Digital Innovation Fellowship from the American Council of Learned Societies; co-director of the Digital Humanities Initiative on campus; co-director of the Center for Virtual History; and former Associate Academic Director of the Willson Center for Humanities and Arts.

Relevant professional and scholarly activity for the past five years:

Dr. Berry is the author or co-editor of four books and numerous peer-reviewed articles on America in the mid-19th century. He also oversees the web project, *CSI Dixie*. His work has been supported by the NEH, the Mellon Foundation, and the ACLS, among others.

Projected responsibility in this program:

Dr. Berry will oversee the work of the Certificate Program coordinator in ensuring that faculty, courses, and projects affiliated with the certificate program are aligned with the larger mission of the Digital Humanities Lab.

William Kretzschmar, Ph.D.

Rank, degrees, academic specialty, educational background:

Harry and Jane Wilson Professor of the Humanities, Department of

English

Special Qualifications related to this program:

Dr. Kretzschmar is the recipient of a 2013-14 Digital Innovation Fellowship from the American Council of Learned Societies and co-director of the Digital Humanities Initiative on campus.

Relevant professional and scholarly activity for the past five years:

Dr. Kretzschmar is the author of numerous books and articles devoted to English linguistics. Kretzschmar directs the Linguistic Atlas Project, a national center for survey research on American English; he is a past president of the American Dialects Society and edited the *Journal of English Linguistics* for fifteen years.

Projected responsibility in this program:

Dr. Kretzschmar will oversee the work of the Certificate Program coordinator in ensuring that faculty, courses, and projects affiliated with the certificate program are aligned with the larger mission of the Digital Humanities Lab.

Christopher Lawton, Ph.D.

Rank, degrees, academic specialty, educational background:

Digital Humanities Fellow, Willson Center for Humanities and Arts

Special Qualifications related to this program:

Dr. Lawton is the co-founder and executive director of the Georgia Virtual History Project, an independent nonprofit effort affiliated with the Willson Center for Humanities and Arts. His work toward this digital humanities venture has been supported by the Georgia Humanities Council, the

Georgia Rural Development Council, the Georgia Department of Economic Development's Tourism Products Division, and several historical societies and school systems. He is the recipient of an Award for Excellence in Documenting Georgia's History from the Georgia Historical Resources Advisory Board.

Relevant professional and scholarly activity for the past five years:

Dr. Lawton earned a Ph.D. in History from the University of Georgia in 2011. He has spent the years since building the Georgia Virtual History Project, which now working with UGA students, high school faculty and students, and community members and organizations in six counties stretching from north Georgia to the coast.

Projected responsibility in this program:

Dr. Lawton will continue building the Georgia Virtual History Project as part of the Digital Humanities Lab, continue working with undergraduate students in this capacity, and will help in the administration of the Interdisciplinary Certificate program.

Claudio Saunt, Ph.D.

Rank, degrees, academic specialty, educational background:

Richard B. Russell Professor of History, Department of History

Special Qualifications related to this program:

Dr. Saunt is chair of the department of history; co-director of the Digital Humanities Initiative on campus; and co-director of the Center for Virtual History. He oversees the web project, *IndianNation*.

Relevant professional and scholarly activity for the past five years:

Dr. Saunt is the author of three award-winning books on the United States in the 18th century; he has also written award-winning articles for the three major journals in his field.

Projected responsibility in this program:

Dr. Saunt will oversee the work of the Certificate Program coordinator in ensuring that faculty, courses, and projects affiliated with the certificate program are aligned with the larger mission of the Digital Humanities Lab.

C. *Where it is deemed necessary to add faculty in order to fully develop the program give the desired qualifications of the persons to be added.*

Once DIGI reaches critical mass, we will request to hire an academic professional associate to serve as Certificate Program coordinator, coordinate the logistics of the program, and teach related Digital Humanities courses.

6. *Library, computer, and other instructional resources must be sufficient to adequately support the program.*

A. *Describe the available library resources for this program and the degree to which they are adequate to support an effective program. Identify the ways and the extent to which library resources need to be improved to adequately support this program.*

Some DIGI courses can be taught in regular classroom space, but faculty will be encouraged to provide a more “collaboratory” experience and will have three lab-classrooms at their disposal: one in the New Media wing on the third floor of the MLC; one on the first floor of Main Library; and a third, more technologically advanced new lab space, on the third floor of Main Library in the suite adjacent to UGA Press. This space, the Digital Humanities Lab proper, is being renovated with funds from non-Franklin sources.

- B. *Likewise, document the extent to which there is sufficient computer equipment, instructional equipment, laboratory equipment, research support resources, etc. available to adequately support this program. Specify improvements needed in these support areas.*

Both MLC and first-floor Main Library labs are completely fitted out. We are currently seeking additional support to complete the renovation of the Digital Humanities Lab proper, located on the Third Floor of Main Library. The Willson Center for Humanities and Arts funds the Digital Humanities Initiative research cluster, and these funds will continue to support renovation. Dr. Toby Graham, Director of UGA Libraries, is taking the lead in finding additional funds—through Major Renovation and Remodeling Requests, Student Tech Fee proposals, and the like. We are also actively working with development officers to find private sources of additional support.

7. *Physical facilities necessary to fully implement the program must be available.*

Describe the building, classroom, laboratory, and office space that will be available for this program and evaluate their adequacy to fully support an effective program. Plans for allocating, remodeling, or acquiring additional space to support the program's full implementation of the program should also be identified.

Please see above.

8. *The expense to the institution (including personnel, operating, equipment, facilities, library, etc.) required to fully implement the program must be identified.*

- A. Detailed funding to initiate the program and subsequent annual additions required to fully implement the program are needed below. Estimates should be based upon funding needed to develop an effective and successful program and not upon the minimal investment required to mount and sustain a potentially marginal program.

	First Year	Second Year	Third Year
(1) Personnel	<u>\$33,277</u>	<u>\$33,277</u>	<u>\$33,277</u>
(2) Operating Costs	<u> </u>	<u> </u>	<u> </u>
(3) Capital Outlays	<u> </u>	<u> </u>	<u> </u>
(4) Library Acquisitions	<u> </u>	<u> </u>	<u> </u>
(5) Total	<u>\$33,277</u>	<u>\$33,277</u>	<u>\$33,277</u>

We must make clear distinctions between the support necessary to implement and maintain the DIGI certificate program and the support necessary to implement and maintain the related Digital Humanities Lab (DHL). The DIGI certificate can

get up and running with existing personnel and resources. Funding for reassigned faculty who teach courses in the program will be reallocated from existing funding within the college. When the program has established itself with a healthy group of students, the DIGI steering committee may approach Franklin College and other units about funding a coordinator position.

- C. Indicate the extent of student support (fellowships, assistantships, scholarships, etc.) available for this program, and evaluate the adequacy of this support. Assistantships funded from institutional (as opposed to sponsored) funds should be included in this funding analysis as well.

The DIGI certificate program will not require student fellowships or assistantships. The wider DHL ultimately will. Like support for most Labs, however, these funds will be sought from the Office of the Vice President for Research and the Provost's Office, as well as from outside sources.

9. *Commitments of financial support needed to initiate and fully develop the program must be secured.*

- A. Identify the sources of additional funds needed to support the program and the probability of their availability.

The DHL is currently funded at \$30,000 per year through the Willson Center's Digital Humanities Initiative. These funds are currently helping to renovate the DHL space on the third floor of Main Library, which will be a critical hub of DIGI activity.

- B. It is particularly important to include in this response the long-range plans for additional or expanded facilities necessary to support an effective program. Evaluate the timing and likelihood of such capital funding.

As noted above, the DHL is currently funded at \$30,000 per year through the Willson Center's Digital Humanities Initiative. These funds are currently helping to renovate the DHL space on the third floor of Main Library, which will be an important hub of DIGI activity. Additional sources are being sought on and off campus.

10. *Provisions must be made for appropriate administration of the program within the institution and for the admission to and retention of students in the program in keeping with accepted practice.*

Describe and evaluate the structure for the administration of the program. Explain the degree to which that structure is in keeping with good practice and accepted standards. Similarly, explain how and by what criteria students will be admitted to and retained in the program, and how these procedures are consistent with accepted standards for effective and successful programs.

The DIGI Program will be administered through an undergraduate DIGI certificate coordinator in close association with the Willson Center for Humanities and Arts. The DIGI certificate coordinator will report to the DHL steering committee, which currently includes the Director of UGA Libraries (Toby Graham), the Director of UGA Press (Lisa Bayer), the Director of the Willson Center for Humanities and Arts (Nicholas Allen), and the Co-Directors of the Digital Humanities Initiative (currently Claudio Saunt, Bill Kretzschmar, and Stephen Berry).

Any student may be admitted into the DIGI certificate program provided they are in good standing with the university.



The University of Georgia

Main Library, Science Library, Student Learning Center

October 6, 2014

Stephen Berry
Amanda and Greg Gregory Professor of the Civil War Era
Co-Director, Center for Virtual History
324 LeConte Hall
University of Georgia

Dear Dr. Berry,

I write in support of the establishment of a new course rubric, DIGI (Digital Humanities Research and Innovation), which will bring together existing course offerings and develop new courses related to digital humanities and humanistic information studies.

As a part of the DIGI concept, the UGA Libraries and Willson Center are designing a digital scholarship lab on the third floor of the Main Library. Locating the lab at the Library will create a common ground for digital scholarship in a range of disciplines, as well as proximity to the Digital Library of Georgia, one of America's most successful and sustained statewide digital library programs.

Personnel at the Hargrett Rare Book and Manuscript Library, Walter J. Brown Media Archive and Peabody Awards Collection, and Richard B. Russell Library for Political Research and Study (collectively the 13th largest archive among North American research libraries) will provide primary sources and related research instruction.

The University's Athenaeum digital repository operated by the Libraries promises to be a useful mechanism for stewarding and providing access to student-created outputs of the program. Our work with OVPR and the Thinc initiative to establish a maker space at the Science Library also suggests interesting opportunities for DIGI students.

I am quite interested in the Libraries' involvement in teaching the "DIGI-native" courses that provide a baseline of knowledge and digital scholarship skills. It lines up well with the Libraries new strategic plan, which emphasizes the role of the "teaching library."

I am confident that this new DIGI rubric will enrich the educational experience of students at the University and prepare them to think, work, and create in an increasingly digital world.

Please contact me if I can provide other information about the UGA Libraries' participation in this important initiative.

Sincerely,

P. Toby Graham, Ph.D.
University Librarian and Associate Provost



The University of Georgia®

Willson Center for Humanities and Arts

Nicholas Allen
Director, Franklin Professor of English

164 Psychology Building
Athens, Georgia 30602
Telephone 706-542-3966
Fax 706-542-2828
na@uga.edu

November 3, 2014

Dear colleague,

I am writing in strong support of the DIGI initiative. I have been working for the past twenty four months on the construction of a broad based capacity in digital humanities at the University of Georgia. This included the initial funding of a Digital Humanities Initiative to stimulate research, and the making of plans for a Willson Center Laboratory for Digital Humanities in partnership with the Library. Both of these ambitions depend for their success on a steady stream of undergraduate participants in the creation of new knowledge and partnership in research. The DIGI proposal is crucial to this and represents a major pillar in the building of UGA's reputation as a leading regional, national and international hub of digital scholarship. This is crucial to the future education of our students and to the capacity of the university to partner in larger research grants. We are fortunate to have some of the nation's leading scholars in the field at UGA and this proposal gives focus to their, and their colleagues', teaching in the classroom. This is an excellent proposal that has the Willson Center's full partnership.

Yours truly,



The University of Georgia

September 24, 2014

To: University Curriculum Committee

Re: New course rubric: DIGI

As associate director of the Center for Undergraduate Research Opportunities (CURO) at the University of Georgia, I write in support of the proposal for the Digital Humanities Research and Innovation certificate and DIGI prefix submitted by the DIGI steering committee. The mission of CURO at UGA is to facilitate opportunities for undergraduate students to pursue research with premiere research faculty and share their accomplishments with the campus community and beyond. The DIGI certificate and coursework would contribute to that mission by developing in students the digital skills and experience to conduct interdisciplinary and ground-breaking research in the humanities. In its interdisciplinarity and its focus on collaboration and experiential learning, the Digital Humanities Research and Innovation certificate would take large strides toward augmenting and strengthening undergraduate humanities research efforts on campus.

Through its many activities such as Gateway Seminars, Research Courses, and Summer Research Fellowships, CURO offers UGA students the chance to experience the excitement and relevance of research in a wide range of disciplines. These efforts succeed because they take forms that both produce credit and integrate into UGA curricular structures. That is to say, CURO works because it is really *coursework*, and students are able to use that coursework to complete their programs of study. By creating a DIGI prefix and certificate, you will create an academic armature to support initiatives like the Faculty Research Clusters and the Digital Humanities Laboratory (DHL). Upon this armature, students can build specializations and translatable research skills that enhance rather than inhibit time to graduation.

The proposed DIGI certificate & course prefix encourages student participants to engage in undergraduate research and supports them in this important activity. In this respect it aligns with the goals of CURO as well as larger institutional initiatives, and it should therefore find support from the Curriculum Committee.

Sincerely,

Dr. Martin Rogers
Associate Director of Honors and CURO

November 5, 2013

Dr. Lloyd Winstead
Associate Director, Willson Center for Humanities and Arts
University of Georgia
Athens, GA 30602

Dear Dr. Winstead,

I am writing in support of the effort to create an Interdisciplinary Certificate in Digital Humanities for undergraduates at UGA.

I am not affiliated with the University, but through the Georgia Humanities Council, over the 17 years I've been in the State and working at the GHC, I feel as if we are partners. The Willson center is a dynamic member of the university community. Its initiatives have always been of great interest to me. Naturally, when I learned that an interdisciplinary certificate in the digital humanities was on the table for consideration by the university, I applauded: here was another innovation and leadership step by the Willson Center, and this one full of opportunity for the humanities and the arts.

Of course, at this stage it is a proposal, but I did want to write to offer my strong endorsement of the direction the Center is moving in. The Willson Center Lab that will be associated with the Main Library is a brilliant step. Naturally, I say this selfishly, as I see in the workings here an opportunity for partnering with the Center and the University in fulfilling our joint missions. Certainly, there is a possibility of joint digital humanities projects emerging from the lab, which perhaps we can help in some small way to support (or find support for). I think it is inspired to bring students in the arts and humanities into this picture. UGA and the Willson Center are ideal centerpieces for such an initiative. To put it directly, it is easier, more efficient, and even more promising to bring the digital world into the liberal arts than the reverse.

We work closely with UGA Press on traditional as well as digital initiatives. I see opportunities here as well. GHC's mission is a public one, and ultimately (though not necessarily immediately) so is the university's. The Press and the GHC are natural partners in some of the projects you might be undertaking.

Finally, the proposal for the Digital Humanities institute is an idea whose time has come. There is no way to know what might become of it, which is also a good reason for creating it.

With best wishes,

Jamil Zainaldin
President

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