

Mellon 23 Proposal

The New (Digital) Archivalism, the Humanities, and the Liberal Arts Classroom

Submitted by:

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I. Workshop Description

A. Summary/Intended Impact

In recent years the new (digital) archivalism has dramatically shaped the research projects and scholarly rhythms of Humanities faculty at liberal arts institutions. Though research universities were the early adaptors, liberal arts colleges now invest in many of these same resources—including but not limited to the **Rossetti Archive**, **Burney Newspapers Collection**, **Eighteenth Century Collections Online (ECCO)**, **Early English Books Online (EEBO)**, **19th Century UK Periodicals**, and **American Drama 1714-1915**. These databases offer full-text, searchable, digitalized facsimiles of documents previously available only in rare-books collections or microfilm series. The impact of such resources on early-modern, eighteenth- and nineteenth-century, and early-American scholarship has been immediate, but we are only beginning to understand the pedagogical potential of such materials and their implications for the Humanities in liberal arts colleges.

This workshop gathers scholars from across the country to discuss, exchange ideas, and wrestle with the challenges and possibilities of bringing new archival resources and research technologies to liberal arts college undergraduates. Over a two-day period in March 2009, participants will meet at Haverford College to discuss their research, syllabi and pedagogical experiments with colleagues from other liberal arts institutions. A variety of questions will guide the conversations—organized into four seminars and a keynote address—with the hopes of establishing new networks for scholarly and pedagogical engagement between our institutions and follow-up invitations to peer departments and classrooms. Given the dialogues that have already arisen in the planning stages of this event, we have no doubt that the gathering itself will prove productive for increasing the use of such resources in the classroom, understanding their potential effects on liberal arts institutions and how we define the Humanities, and connecting scholars involved in similar new archival ventures at a variety of liberal arts colleges.

B. Workshop Tentative Schedule/Format

This workshop will follow an interactive/discussion model rather than the traditional model of formal presentations with Q&A following. All participants will be asked to submit brief summaries of a) research projects; b) course syllabi; c) pedagogical experiments; and d) initial thoughts about the effects of new archivalism on the Humanities. Seminar conversations will focus on these materials with one participant facilitating the discussion and providing additional reading materials ahead of time where necessary:

Saturday

- i. **New Archivalism and Faculty Research** (10 AM-noon)
(Facilitator: Laura McGrane, Haverford)
- ii. **Bringing the Archive to Class—Organizing the Syllabus** (1-3 PM)
(Facilitator: Timothy Raylor, Carleton)
- iii. **Student Projects—Engaging the Archive** (4-6 PM)
(Facilitator, Nora Johnson, Swarthmore)
- iv. **PM Keynote Possibilities:**

Jerome McGann	U of Virginia
Peter Stallybrass	U of Pennsylvania
Rebecca Bushnell	U of Pennsylvania
Thomas Luxon	Dartmouth U
Susan J. McKinstry	Carleton College

Sunday

- v. **Accessing the New Archivalism: Inclusion/Exclusion and Liberal Arts Curricular Paradigms** (9-11 AM)
(Facilitator: Katherine Rowe, Bryn Mawr)
- vi. **Lunch and Conclusions** (noon-2 PM): Creating a plan for a jointly-written essay to be submitted to a journal (TBA) for publication.

C. Intended Audience

The workshop conversations and experiments (note: the seminars will take place in fully wired and networked rooms) are intended for faculty participants from across the Humanities, including the group of literature scholars presently involved and others who join after the workshop is publicized. In order to facilitate lively conversation and continued working group interactions after the event itself, the working group will ideally include approximately 10-12 scholars from a variety of disciplines.

The workshop will also offer two opportunities for student and community involvement:

The keynote address will be open to the community at large, which will include Swarthmore, Haverford, and Bryn Mawr among other local institutions if the workshop is indeed held in the Philadelphia area. Our hope is that the Haverford Hurford Humanities Center in conjunction with the Haverford Distinguished Visitors Fund will help to support this event and sponsor a webcast for the Mellon archives. In addition, students from the host institution (and perhaps Bryn Mawr/Swarthmore) will be invited to the third seminar discussion--**Student Projects**. These students, some of whom will participate in archival assignments in advance, will be asked to evaluate the projects from an undergraduate perspective.

III. Workshop Evaluation

The workshop evaluation will be three-fold:

- 1) Participants will fill out a simple evaluation form at the conclusion of the workshop that covers the practical details and format of the workshop and offers initial (brief) responses.
- 2) Each participant will be asked to submit a 1000-word reflection within thirty days of the workshop that describes the concrete effects of the workshop on research, curricular design, and pedagogy. In addition scholars will be asked to reflect on the larger implications of the new archivalism for the Humanities across liberal arts colleges.
- 3) Participants will be invited to participate in writing a joint piece on “The New Archivalism: Curricular Directions in the Humanities” to be submitted to a Humanities journal (negotiations still ongoing) for publication.

IV. Organizer/Participant CVs (See Attached Pages)

Organizers:

- A. Laura McGrane, Haverford
- B. Timothy Raylor, Carleton
- C. Katherine Rowe, Bryn Mawr

Participants:

- D. Maureen Harkin, Reed
- E. Pierre Hecker, Carleton
- F. Nora Johnson, Swarthmore