Digital Humanities in the Classroom Grant Recipients Announced

The Mellon Digital Humanities Steering Committee is pleased to announce the recipients of the spring 2015 DH in the Classroom Grants. The recipients represent a cross-section of disciplines and approaches that add to the growing number of Digital Humanities projects on campus. Each shows a deep interest in reaching beyond disciplinary boundaries and illustrates Lafayette’s investment in innovative teaching.

This semester’s recipients are Tamara Carley, Geology; Jessica Carr, Religious Studies; Trent Gaugler, Mathematics; Chris Phillips, English; and Wendy Wilson Fall, Africana Studies.

Each professor will be working with Skillman Library’s Digital Scholarship Services to design and implement a digital humanities research assignment in his or her class. Professors Carley, Carr, and Wilson Fall will use Omeka, an open-source software for displaying digital assets, to create digital collections and curate exhibits with their students. Their exhibits will range from tracing the history of samples in Lafayette’s mineral collection, to curating image galleries of religious icons, to recovering the history of the McDonogh Brothers (former slaves educated at Lafayette) through an interactive timeline. Each of these projects will teach students about data collection, archiving, and creating public presentations of their work.

According to Professor Carley, bringing digital humanities methods to geology has made a positive impact on her classroom. “We’ve just started using Omeka, and it’s already revolutionizing our use of the petrology collection,” she explains. “We are creating a beautiful display not just of the collection, but of students’ knowledge. Students are the primary producers in this effort, and they are excited because...”

Skillman Library Maker Challenge

This semester Skillman Library is acquiring two 3D printers as the initial investment in our new “makerspace,” a collaborative, participatory learning environment that brings students together to share ideas, methods, and materials, and to learn new skills. The idea of making resonates with Lafayette’s interdisciplinary ethos and with Skillman Library’s commitment to having students learn by doing.

With the goal of offering innovative extra-curricular experiences for students to explore some aspect of “making,” Skillman Library invites proposals from faculty, administrators, and students for its upcoming series of Maker Challenges. The first of...
these challenges, co-sponsored by the IDEAL Center, will take advantage of the Library’s new 3D printers and encourage experimentation. Future challenges will be broader, including a wide spectrum of hands-on activities, such as 3D printing, DIY electronics, collaborative writing, coding, and prototyping. The Library hopes to host monthly maker challenges throughout 2015-16 and will receive proposals on an ongoing basis with the formal call going out later this year. If you have questions about the Maker Challenge Series or would like to discuss an idea before preparing a proposal, please contact Neil McElroy at mcelroyn@lafayette.edu.

Visit fosters collaboration between Skillman Library and Showa Museum in Tokyo

On November 3, 2014, Kiminari Matsuo, General Manager of the Library Division (Audio Visual Section) and Audio-Visual Specialist Rie Orihara from the National Showa Memorial Museum in Tokyo visited Skillman Library’s Special Collections. The museum educates the Japanese public about everyday life on the home front during the war years (1930s and ‘40s) and post-war reconstruction (1940s and ‘50s). Last year, twenty-four Lafayette College students visited the Showa Museum as part of the interim course INDS 130 Northeast Asian Interconnections. The team, with their interpreter Kaoru Emura, came to view Skillman’s unique collection of photographs, slides, and postcards from Japan.

This set of 567 Kodachrome slides from the American Occupation of Japan (1945-1952), donated to the Library by the daughters of U.S. Consul to Taiwan (1937-41) Gerald Warner, depict scenes of urban reconstruction, street life during the occupation years, scenic views from throughout Japan, and numerous pictures of famous American and East Asian political leaders. The Warner family has also contributed thousands of photographic negatives, hundreds of picture postcards, scrapbooks, souvenirs, and correspondence to Special Collections. Skillman Library’s Digital Scholarship Services (DSS) Director Eric Luhrs has managed these acquisitions, while he and his staff have cataloged and digitized much of this material as the core of the East Asia Image Collection (EAIC), an online open-access repository used throughout the world. Our guests from Japan plan to use over 300 of these images in their exhibit at the Showa Museum.

During their visit, the Showa team discovered other materials of interest in Skillman Library’s Special Collections including the photograph-rich scrapbooks and journals of Lafayette alumnus Robert Trout (‘34). Mr. Trout went to Japan as a medical supplies officer in 1945 and 1946 and brought back a detailed typewritten diary, photographs, and other memorabilia from the occupation. The two libraries are now working together to make an exhibition of Trout’s materials happen in Japan next year.

Also of interest was the collection contributed by Lafayette alum Brett Doyle (’10). Brett brought his father Brian’s collection of nearly 600 Japanese postcards to his history instructor’s attention in 2010, which the Doyles later donated to Skillman Library. Included in this collection are hundreds of letters from the families of interred Japanese soldiers at American prison camps in the Philippine Islands just after the war. The Showa Museum has a similar, large collection of wartime postcard correspondence. These personal messages provide social historians with a snapshot of conditions in post-surrender Japan. The DSS team is busily scanning these documents and the Trout journals, so that both institutions can conduct collaborative research on this large body of evidence.

Paul Barclay of the History Department said that “the staff at the National Showa Memorial Museum not only has a large database, but also long experience deciphering hastily scrawled correspondence, and we are fortunate to be able to draw on their expertise. This collaborative venture is another example of how digital archive projects like the EAIC can facilitate joint projects and resource exchanges with institutions who would not have otherwise known about us.”

-Neil McElroy

-Paul Barclay
they are building something great, expansive and lasting. They are taking pride in, and ownership of, their work.”

Professor Phillips is taking online collaboration in a different direction using digital tools to create a space to collectively read and annotate texts, enabling his students to work together with a parallel class at Bucknell University. His students will also create their own anthology of poems with an ebook as the final product for the class.

Professor Gaugler’s statistics students will use their skills to explore new research questions. Projects include “scraping” social media data from sites like Facebook and Twitter as well as using data from Lafayette’s writing center to build a final project that investigates the linguistic output of the students themselves and their peers.

We are excited to see the final results of these classroom projects and are looking forward to building a strong cohort of both faculty and students interested in pursuing interdisciplinary digital humanities projects and methods.

For more information about other digital humanities initiatives on campus visit: sites.lafayette.edu/dhlaf or email digital@lafayette.edu.

-Emily McGinn

“Imagined Moments” on Display

This semester Skillman Library was host to a dramatic series of images by Lois Greenfield, a pioneering figure in the photography of dance. The sixteen photographs on view were excellent exemplars of Greenfield’s signature style — impossible moments imagined and captured by the photographer for all time.

Right: Paul Zivkovich, Craig Bary 2008 (© Lois Greenfield)

Nominate Your Student for the Mellon Summer DH Student Scholars Program

Skillman Library seeks faculty nominations for our new summer research program for students interested in the digital humanities.

We are looking for motivated students to work on a digital humanities research project of their own design from June 1-July 10. Students will initiate and develop their own research projects while participating in workshops and weekly discussions of readings from a shared syllabus that addresses the major questions and principles in the field of digital humanities. At the end of the summer session, students will create a small Digital Humanities project and present on their work in the fall.

This session is designed as an internship under the INT 200 course rubric with a fulltime commitment of at least six weeks. This is a paid internship offering $3,000 as well as on-campus housing, funded through Lafayette College’s Digital Humanities Grant from the Andrew W. Mellon Foundation.

To learn more about this program and other Digital Humanities initiatives at Lafayette, visit sites.lafayette.edu/dhlaf.

To nominate a student, please contact Emily McGinn, Mellon Postdoctoral Fellow in Digital Humanities, at mcginne@lafayette.edu.

Ester Barias-Wolf Wins Library Staff Award

Ester Barias-Wolf of the Library’s circulation and access services department, is the second recipient of an annual award recognizing outstanding work by a member of the Library’s support staff. The award is made possible by an endowment given by Paul & June Schlueter and is named in honor of Dean of Libraries Neil J. McElroy and his wife, reference librarian Marilyn Kann.

Ester Barias-Wolf Wins Library Staff Award
Library Acquires New Major Research Tools

The *South China Morning Post* historical backfile allows users to access the full text of this newspaper from the first issue of November 6th, 1993 through 1995. Published in Hong Kong, the *South China Morning Post* is a valuable English-language resource covering subjects such as Asia during World War II, the history of Hong Kong, the fall of Imperial Japan, the Vietnam War, and the rise of Communist China.

State Papers Online, 18th Century, 1714-1782 was purchased with a generous contribution of research funds from Professor James Woolley of English. This digital collection of British government records from the National Archives of the UK covers the reigns of George I, George II, and part of the reign of George III. The full-color scans of manuscripts detail the inner workings of the government during such major events as the Jacobite rebellions of 1715 and 1745, the Seven Years' War, and the majority of the American Revolutionary War. Our thanks to Professor Woolley for his help in pursuing this resource and for funding the purchase of the collection.

-Lena Jabe

Library Receives Donation of Great Courses

Thanks to a generous donation by Cyril Lang ’49, the Library has added 120 of *The Great Courses* lecture series to its collection. *The Great Courses* series, produced and distributed by The Teaching Company, are recorded college-level lectures from notable teachers and experts in various fields including economics, history, literature, music, psychology, religion, and science. Most of the Library’s new courses are audio recordings on CD, though there are several DVD video recordings as well. Contained within this donation are lectures by Lafayette College faculty Andrew Fix and Robert Weiner. These recordings are available now to check out: search the Library catalog by title for Great Courses to browse the many enriching courses available.

-Joel Pearce

The Student Experience: Copyright in the Classroom

Copyright can be complicated and confusing, but Lafayette’s librarians can help students understand the basics of copyright and their rights as producers and consumers of visual media. Last spring, I was introduced to copyright and fair use during a library session in Professor Nestor Gil’s *Materials and Methods* class. This semester I am taking his class *Sculpture Against the Digital Horizon*, which gave me another opportunity to learn about these important issues.

Before the class taught by a librarian, we listened to an interview with James Boyle, one of the authors of *Bound by Law*, a comic book on copyright and documentary film making. After a brief discussion of the interview, we worked in groups to research a copyright-related question. Each group then presented its findings to the class. A brief summary of what we learned:

- **Automatic Copyright** – A work is copyrighted as soon as it is fixed in tangible form. The owner can choose to transfer the rights through an exclusive or non-exclusive license.
- **Fair Use** – Allows for the use of copyrighted material in situations such as commentary and criticism. Fair use is determined by four factors, including the purpose and the amount used.
- **Public Domain** – Contains material that is free to use since it is no longer under copyright protection.
- **Creative Commons** – Allows creators to select a license for their work, setting the terms by which others can use it.

After the group presentations, we put our new knowledge of copyright to the test by debating a court case in which an artist reproduced another artist’s photographs with minimal alteration. The spirited debate sparked interesting questions about appropriation as an art form, the boundaries of fair use, and the nature of transformative work.

Overall, the session increased my awareness of the role of copyright in artistic production and gave me an understanding of how to apply it in my artwork. Many students were not aware that they owned copyright to their work. On the other hand, it is important to understand fair use practices. Students should not feel restricted in their creativity due to fears and uncertainty about copyright; rather, a knowledge of copyright empowers students to exercise their rights and flex their creative muscles.

-Alena Principato
Alumni Magazine Digital Collection Launched

Skillman Library’s Special Collections and Digital Scholarship Services are pleased to announce the launch of the *Lafayette Magazine* digital collection, a project backed by a generous donation to the Friends of Skillman Library from former Lafayette President Arthur J. Rothkopf and his wife Barbara. The collection consists of nearly 800 issues and over 20,000 pages of this signature alumni publication spanning more than 85 years.

The collection, whose construction was overseen by DSS’ Visual Resources Curator Paul Miller, features newly digitized copies of Lafayette's alumni magazine, beginning with the first issue of the *Lafayette Alumnus* from 1930. Over the course of the following decades the publication went through a number of iterations, changing its name to the *Lafayette Alumni Quarterly* in 1974 and then the *Lafayette Magazine* in 1988 and spawning a tabloid news version, *Lafayette Alumni News*, in 1971. The collection traces all of these changes and includes the supplementary sports publication the *Football News Letter* later named the *Leopard Letter*, that was sent out during football season between 1939 and 1966.

Users will now be able to search the full text of these issues and browse through highlights of campus life from recent decades. “The alumni news is a useful tool in researching Lafayette on a local level,” explains Diane Shaw, Director of Special Collections. “All of the major campus events are included, and its pages contain high quality photographs that we do not always hold in our collections. Though we have a paper copy on hand, this online version gives us unprecedented access to this material and the ability to quickly research and share Lafayette’s history with our alumni and our community.”

The collection joins the *Lafayette Newspaper* digital collection and Special Collections’ Historical Photograph Collection.

To view the collection, visit [digital.lafayette.edu/collections/magazine](http://digital.lafayette.edu/collections/magazine).

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**Articles in Lafayette’s Digital Repository by Pribic & Schettino Most Accessed in 2014**

At the end of each year we run a list of the most frequently accessed faculty articles in the Lafayette Digital Repository. None of last year’s top five titles in divisional categories is in the top five again for 2014, though Paul Cefalu makes a repeat appearance with a different article. Caroline Lee and Jim Dearworth both have two articles appearing in the top five in their divisional categories this year. You can view these and all articles in the repository at [dspace.lafayette.edu](http://dspace.lafayette.edu).

To include your scholarship in the repository, use the submission form at [library.lafayette.edu/ldrform](http://library.lafayette.edu/ldrform), and Library staff will deposit articles as allowed by copyright agreements.

**Top five in the humanities / social sciences**

“Alienation, irony, and German Romanticism” by *Rado Pribic*. Deposited 4/10

“Formosa through the consul’s eyes: Postcards from a ‘Japan hand’ on the eve of the Pacific War” by *Paul D. Barclay*. Deposited 4/09

“The burdens of mind reading in Shakespeare’s *Othello*: A cognitive and psychoanalytic approach to Iago’s theory of mind” by *Paul A. Cefalu*. Deposited 12/13

“The roots of astroturfing” by *Caroline W. Lee*. Deposited 3/10

“Is there a place for private conversation in public dialogue? Comparing stakeholder assessments of informal communication in collaborative regional planning” by *Caroline W. Lee*. Deposited 1/09

**Top five in engineering / natural sciences**


“FTY720 promotes local microvascular network formation and regeneration of cranial bone defects” by *Lauren Sefcik Anderson*, et al. Deposited 2/11

“DNA barcoding of new world cicada killers (Hymenoptera: Crabronidae)” by *Charles W. Holliday*, et al. Deposited 2/10


-Terese Heidenwolf
Nestor Gil...in the Spotlight

Nestor Gil, Assistant Professor of Art, talks with Instruction Coordinator Lijuan Xu about incorporating information literacy into his courses. Previous interviews in this series can be accessed at library.lafayette.edu/instruction/interviews.

Q: What motivated you to apply for an information literacy grant for ART206 Materials and Methods?

A: My main motivation came from seeing how students often practiced studio art in a vacuum. Studio art is not just about making pretty images or forms. It is another way to investigate the world using visual media. Artists and their works are filters through which realities are reconsidered and reconstructed. I wanted students to connect what they were doing in the studio with what was going on in the art world and beyond.

Q: How did you come up with the assignments? How was your class structured?

A: Kelly Smith, Visual Resources Librarian, and Lijuan Xu helped me frame the research assignments. There were three main projects, including performance art, book(s) as art, and body. Before producing their own studio work in each area, students researched an artist of their choice and posted images of the artist’s work to the class blog (sites.lafayette.edu/art206-sp14/). They reported on their artists and artwork during class and explained how they identified the artists and found the images. After presenting their own creative work to the class, students had to find and research an artist whose work resonated with theirs and share that with the class. At the end of the semester, students gave a PechaKucha style presentation (10 slides with 20 second intervals) in which they summarized and reflected on their research and art making experience.

Q: You devoted most of each Thursday’s class to IL. Were you concerned that you might not be able to cover enough content?

A: There is always a lot of content to cover but there is also teaching students how to learn, which was a big part of the class. Although I did not cover a lot of content, having students do research and share their findings with their peers created a wealth of information. Students presented a wide range of artists and artworks, including some I would not have done myself. Seeing what other artists were doing also inspired students and gave them permission to take risks, which made their own studio works far more powerful and interesting.

Q: Kelly and Lijuan did several library sessions, including one on copyright and fair use. How did they go?

A: Kelly and Lijuan did a great job preparing students with strategies and resources needed for the research projects. Their participation in the class throughout the semester was also crucial since they were able to address any research question or need as it rose. For all three projects, instead of going to Google and randomly selecting an image for the blog, students used what was available in the library to learn about artists and what they were known for. They also pursued what sparked their interest. Some students presented artists whom they did not like, but they found the stories too compelling, and others ended up researching artists that they came across while reading about another.

The relationship between artists and copyright is often times contentious since artists very often appropriate images, ideas, and forms to produce their own works. I am not an expert in this area so I was happy to rely on Kelly and Lijuan. After a brief introduction to copyright and fair use, students were divided into two groups to debate on a recent copyright case. They had fun with it. It was an interesting and important conversation to have, so students had a better understanding of what copyright and fair use meant and how to navigate these areas while they are at Lafayette and after they graduate.

Q: Do you have any advice for faculty who are interested in building IL into their classes?

A: My advice is the same as Brett Hendrickson’s: just do it. And talk to research librarians about it. They can help you figure out whether there is a place for IL in your classes and how IL can be integrated.

Q: What was your understanding of IL? How did it differ after ART 206?

A: IL means knowing where and how to find information and understanding how our own creative works fit within a larger conversation. After ART206, I have a much broader or more three dimensional sense of IL. It is much more than just how to use the library to discover things about the art. It has a lot more to do with helping students become independent and lifelong learners.

Q: Would you continue to incorporate IL into future versions of this course or other courses?

A: Absolutely. Having built IL into ART206 and having seen the result of it, I do not see how I can go back to my old way of teaching. I will model all my studio classes after ART 206 by requiring students to research artists and share with the class what they have learned as a regular part of the class.

Q: What do you think professors and librarians could do to help students develop their critical thinking and IL skills?

A: Find ways to require students to take responsibility for their own learning. The formats and assignments differ depending on the class. For ART 206, it took the form of student driven research, presentations, blogs and research journals. Make IL a regular part of the class. I do not think having just a couple IL sessions at the beginning of the semester is effective. Once students have done something like that with two or three classes, they pay less attention each time. However, when it is fully integrated, they cannot write it off.
ITS News

ARTS CAMPUS EXPANDS; OCGE COMPLETED
In September, the renovation of the 248 N. Third St. building expanded the Arts Campus providing a new residence for Theater and Film and Media Studies. The facility boasts a modern industrial design housing two media classrooms one of which includes a collaborative lab space, a theater and rehearsal space, a TV studio and control room, an advanced video editing lab, as well as a conference room, student lounge area, and faculty offices. A regularly scheduled shuttle provides transportation between the Arts Campus and main campus.

The College opened the Oechsle Center for Global Education (OCGE) in January, which serves as the new home to Anthropology and Sociology, International Affairs, and some of Area Studies. This facility provides a 60-seat lecture hall with dual projection, three smart classrooms, a “global salon” with collaboration technology, faculty offices, and a conference room equipped with technology making it suitable for small-class use too.

COLLEGE WEB REDESIGN UNDERWAY
The College’s web presence is being redesigned. The process began in Summer 2014 with the selection of Fastspot, a Baltimore-based web design firm, as the College’s partner in the process. It will conclude with the launch of www.lafayette.edu in July.

The new website will feature a responsive design that works equally well on desktop, tablet, and mobile devices. The visual presentation will also be more flexible, allowing the College to easily adapt it for use in different contexts. The design will initially appear on the College’s top level websites, including the home page, Academics, Admissions and Financial Aid, Campus Life, Student Life, and Alumni, and will be extended to the rest of the College’s web presence throughout the 2015-16 academic year.

Supporting the process will be a new Web Community of Practice. The community will meet once a month at lunchtime to discuss web best practices, improving the usability and accessibility of websites, and enhancements to the College’s website. Learn more about the community of practice and the redesign at web.lafayette.edu.

CLAC CONFERENCE
ITS will be hosting the annual Consortium of Liberal Arts Colleges (CLAC) conference on June 16-18. CLAC is comprised of the top liberal arts colleges in the country, and explores the use of information technology in the context of liberal education while serving as a forum for the exchange of ideas among its members.

The conference will feature two keynote speakers, James Higa and Angel Mendez ’82. James reported to Steve Jobs during most of his nearly three decade tenure at Apple, and was most recently a part of the core team that launched iTunes. Since leaving Apple, James has stood at the unique intersection of philanthropy, technology, and social entrepreneurship. Angel was the Senior Vice President of Transformation at Cisco and is chair of the college's IT Board Committee. His breadth of corporate and higher education board experience should prompt some lively discussions.

Faculty and staff are welcome to attend the sessions and keynote speaker events. If you’d like to participate, please email clac2015@lafayette.edu. More information about the conference and program is posted on the web at sites.lafayette.edu/clac2015.

NEW STAFF
In February, ITS welcomed Hannah Tatu as the newest member of our staff in the role of User Services Specialist. Hannah previously served as Library Technology Assistant in Skillman Library. The User Services Specialist is responsible for supporting faculty, administrators, students, and the academic labs.

Teaching with Technology Grants
To help encourage more innovative teaching at Lafayette, Teaching with Technology grants once again will be available for full-time professors. Each grant—awarding up to $5,000—is intended to provide professors access to new technologies that support innovative teaching methods as well as access to necessary training and software. Awardees are paired with an instructional technologist to assist with designing and implementing these ideas.

Past awardees include Chip Nataro, Professor of Chemistry, and Lauren Anderson, Assistant Professor of Chemical and Biomolecular Engineering. Professor Nataro continues to use in his general chemistry course the interactive and collaborative devices he purchased through this grant program. Professor Anderson used this grant to assist in “flipping” her classroom modifying the traditional lecture-based class time into a practicum for her students.

Proposals will be received through April 3 and can be submitted at its.lafayette.edu/teachingtechgrant.

-Jason Alley
Spring Exhibits in Skillman Showcase Recreation of Lafayette’s Ship & New Jersey Women of the Book

The Hermione Sails to America: Past and Present

This spring, an exhibit in Skillman Library partakes in the celebration of this summer’s anniversary of the arrival of the Marquis de Lafayette’s ship on American shores. Images of the Hermione, a recreated 18th C. frigate more than 15 years in the building, will be shown in the Lass Gallery from March through September.

Lafayette sailed into Boston Harbor on board the original Hermione in 1780 after a year’s furlough in France bearing secret news for George Washington that would alter the course of the American Revolution: the French would enter the war on the side of the Americans. The first letter that Lafayette wrote to Washington upon arrival in Boston Harbor is in Skillman’s collection.

The recreated Hermione will set sail for America in mid-April, arriving at her first port of call, Yorktown, in early June. She will visit Alexandria, Annapolis, Baltimore, Philadelphia, New York, Newport, and Boston. Various events are planned in conjunction with the visit, and Lafayette College will host alumni gatherings in several cities. Other exhibits on Lafayette scheduled for the spring and summer at the New-York Historical Society and Boston Athenaeum will feature items from Skillman’s collection.

-Diane Shaw

Crossing the Delaware: New Jersey Women of the Book
February 1 – June 30, 2015. Simon Room

Selected works of four New Jersey women artists—MaryAnn Miller, Liz Mitchell, Maria Pisano, and Maryann Riker—are featured in a special invitational exhibit this spring in the Simon Room. On display are over 50 striking artists’ books and other works on paper created by these four accomplished artists.

MaryAnn Miller’s intensely realized works often tell stories of the treatment of women, ranging from the effects of war to the abandonment of a daughter in a convent. Liz Mitchell draws source materials from personal history, current events, dreams, and myths. Maria Pisano explores the nature of time, memory, and history recording complex layers of experiences whether personal or collective. Maryann Riker creates whimsical books suggesting lighthearted stories but conveys thoughtful messages about gender, race, and consumerism.

The artists will be on campus during Women’s History Month to participate in a panel discussion about their work, moderated by Karen Guancione, a New Jersey-based visual artist. The program will take place on Wednesday, March 25 at 4:15pm in Skillman Library’s Gendebien Room with a reception following.

-Pam Murray

Above: Entreaty from the Cloister. MaryAnn Miller. 2006

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Send your ideas and comments to refdesk@lafayette.edu.