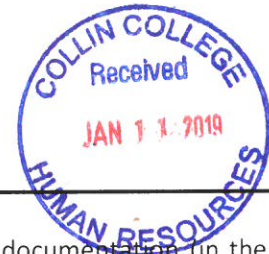


Collin County Community College District
APPLICATION FOR SABBATICAL LEAVE



Instructions

Please complete this application by responding to all items. Attach requested documentation (in the order requested) and secure the appropriate signatures prior to submitting the application to the chair of the Sabbatical Leave Committee. **Please submit the original and 10 copies.**

Name Lisa A. Kirby CWID 100037947
Title Professor of English Division Comm./Humanities

Have you ever been granted a sabbatical? No If yes: Dates of Prior Sabbatical(s): _____
Please provide a brief description of your previous sabbatical project:

Sabbatical Leave Period Being Requested

Dates: Beginning Date August 2019 Ending Date December 2019
Length: ☒ One semester ☐ Two semesters ☐ Other _____

Applicant's Agreement

ABSTRACT

Please give a summary description of the project and its significance in improving teaching and learning at Collin College. Please use language that can be readily understood by persons in areas of expertise other than your own. **PLEASE DO NOT EXCEED SPACE PROVIDED BELOW.**

The Digital Humanities are rapidly growing in many disciplines, including English. This field incorporates digital tools, such as data analysis, geospatial mapping, and textual visualization, to find new ways to study the humanities. As a Professor of English, integrating Digital Humanities into the curriculum allows students to use technology to enrich both their understanding of the course content and engage more fully with digital resources. As Professor Anne B. McGrail points out, at the two-year college specifically, Digital Humanities can "offer empowering tools for students to represent their communities and to challenge inequalities." The field of Digital Humanities models for students active engagement, collaboration, and the importance of community, all characteristics especially important at the two-year college. This project will allow me to explore the Digital Humanities in more depth, consider their pedagogical opportunities, and think specifically about how they can enrich teaching in the two-year college. Through research and curriculum development, I hope to integrate the Digital Humanities into both composition and literature courses. As an example, in Composition, I will explore how utilizing programs such as Story Maps can provide students ways to reconsider their writing and narrate their experiences in innovative new ways. In American Literature, I will consider how students can locate and research primary sources, such as newspapers, maps, photographs, and other contextual information, as a way to increase their understanding of literary works. The project will benefit Collin College and its students by allowing me to:

- 1) research the Digital Humanities and create new assignments for both composition and literature classes;
- 2) develop workshops and conference presentations, so I can share my discoveries with colleagues both at Collin College and at other institutions; and
- 3) consider the opportunities that Digital Humanities offer at the two-year college for both collaboration and community engagement.

Sabbatical Leave Plan: Fall 2019
Lisa A. Kirby, Professor of English
“New Frontiers in English Studies: Exploring the Digital Humanities”

A. Research Plan

The Digital Humanities are rapidly growing in many disciplines, including English. This field incorporates digital tools, such as data analysis, geospatial mapping, and textual visualization, to find new ways to study the humanities. There are many digital and multimedia platforms and programs that can accommodate Digital Humanities’ scholarly and pedagogical projects. As a Professor of English, integrating Digital Humanities into the curriculum allows students to use technology to enrich both their understanding of the course content and to engage more fully with digital resources. As Professor Anne B. McGrail points out, at the two-year college specifically, Digital Humanities can “offer empowering tools for students to represent their communities and to challenge inequalities.” The field of Digital Humanities models for students active engagement, collaboration, and the importance of community, all characteristics that are especially important at the two-year college.

This proposed sabbatical project will allow me to explore the Digital Humanities in more depth, consider their pedagogical opportunities, and think specifically about how they can enrich teaching in the two-year college. Through research and reading a variety of articles and books, as well as exploring websites, digital archives, and software programs, I hope to find tools and resources that will allow me to integrate Digital Humanities into both composition and literature courses. As an example, in Composition, I will explore how utilizing programs such as Story Maps can provide students ways to reconsider their writing and narrate their experiences in innovative new ways. With a program like Story Maps, students can re-imagine a personal narrative essay into a multimedia project that allows them to integrate maps, and images, along with the written word.

In American Literature, I will consider how students can locate and research primary sources, such as newspapers, maps, photographs, and other contextual information, as a way to increase their understanding of literary works. For instance, if the class is reading Jack London’s “To Build a Fire,” perhaps students will research maps of the Yukon from the time and photographs of the camps where gold seekers lived. Digital humanities offer incredible opportunities to explore not only the American experience but also to transform the way we narrate that experience. In American literature, I envision Digital Humanities as a way to help students gain a better sense of how history, culture, economics, politics, and region impact literature and society. Integrating Digital Humanities into the classroom provides a unique opportunity to transform the way my students and I consider both individual and communal experiences.

Additionally, with the emphasis on collaboration and community, I believe there are rich opportunities to connect Digital Humanities with the current work being done at The Texas Center for Working-Class Studies at Collin College. As Director of this Center, I know the importance of a strong online presence, as well as the opportunities that digital projects can offer. Exploring the intersection of Digital Humanities and Working-Class Studies could open up new possibilities for the Center’s website, student projects, and faculty development, as well as its annual conference.

The project will benefit Collin College and its students by allowing me to: 1) research the Digital Humanities and create new assignments for both composition and literature classes; 2) develop workshops or conference presentations, so I can share my discoveries with colleagues both at Collin College and at other institutions; and 3) consider the opportunities that Digital Humanities offer at the two-year college for both collaboration and community engagement.

B. Summary Timetable

August 2018

- Begin research into Digital Humanities by reading articles, books, and exploring websites related to the topic.
- Explore possible professional conferences to attend to learn more about Digital Humanities.

September 2018

- Continue research into Digital Humanities by reading scholarly articles, books, and other resources.
- Explore software and online programs that could be used for classroom projects, such as geospatial literacy programs, Story Maps, Knight Lab, Blogger, Prezi, and other multimedia programs.

October 2018

- Research various online Digital Humanities Centers housed at universities, and research online collections and projects that other universities and institutions are implementing.
- Begin drafting new Digital Humanities assignments for Composition I, Composition II and American Literature II classes.

November 2018

- Submit proposal to present research findings at the January 2020 Faculty Development Conference at Collin College.
- Finalize composition and literature assignments for spring 2020 courses.
- Consider opportunities to connect Digital Humanities with The Texas Center for Working-Class Studies.

December 2018

- Complete presentation for Faculty Development Conference.
- Begin integrating Digital Humanities assignments into Canvas for spring courses.

January 2020

- Present research findings and sample assignments at Spring 2020 Collin College Faculty Development Conference.
- Implement new assignments into spring Composition I, Composition II, and American Literature II courses.

C. Bibliography

- Battershill, Claire, and Shawna Ross. *Using Digital Humanities in the Classroom: A Practical Introduction for Teachers, Lecturers, and Students*. Bloomsbury, 2017.
- Bjork, Olin. "Digital Humanities and the First-Year Writing Course." *Digital Humanities Pedagogy: Practices, Principles, and Politics*, ed. Brett D. Hirsch, Open Book Publishers, 2012.
- "Carolina Digital Humanities Innovation Lab." *University of North Carolina at Chapel Hill*, 2018, <https://cdh.unc.edu/resources/tools/>.
- Carter, Shannon, and Kelly L. Dent. "East Texas Activism (1966-68): Locating the Literacy Scene through the Digital Humanities." *College English*, vol. 76, no. 2, Nov. 2013, pp. 152–170. *EBSCOhost*.
- Coleman, Bob. "Interview: Digital Humanities and Faulkner: Digital Yoknapatawpha." *Studies in American Culture*, vol. 38, no. 1, Oct. 2015, pp. 89–95. *EBSCOhost*.
- Cornell, Elizabeth. "Digital Yoknapatawpha in the Context of the Digital Humanities." *Mississippi Quarterly: The Journal of Southern Cultures*, vol. 68, no. 3–4, 2015, pp. 460–463. *EBSCOhost*.
- Dennihy, Melissa. "Instructional Technology in the Literature Classroom: Using a Wiki to Construct an Interactive Time Line in an American Literature Survey Course." *Pedagogy: Critical Approaches to Teaching Literature, Language, Composition, and Culture*, vol. 17, no. 3, Oct. 2017, pp. 523–533. *EBSCOhost*.
- Enoch, Jessica, and David Gold, eds. "The Digital Humanities and Historiography in Rhetoric and Composition." *College English*, Special Issue, vol. 76, no. 2, Nov. 2013, pp. 105–196. *EBSCOhost*.

Fenton, William. "Digital Humanities: The Most Exciting Field You've Never Heard Of."

PCMag, 13 January 2017, <https://www.pcmag.com/commentary/350984/digital-humanities-the-most-exciting-field-youve-never-hea>.

Gardiner, Eileen, and Ronald G. Musto. *The Digital Humanities: A Primer for Students and Scholars*. Cambridge University Press, 2015.

Gold, Matthew K., and Lauren F. Klein, eds. *Debates in the Digital Humanities 2016*. University of Minnesota Press, 2016.

Gould, Amanda Starling. "Doing Humanities Scholarship Online: A Case Study for the Literary Digital Humanities Writing Course." *Interdisciplinary Humanities*, vol. 31, no. 1, 2014, pp. 23–41. *EBSCOhost*.

Knight Lab. Northwestern University, 2018. <https://knightlab.northwestern.edu/>.

Mallios, Peter. "On Foreign Grounds: Toward an Alternative US Literary History, Archive, Methodology." *American Literature History*, vol. 29, no. 2, Summer 2017, pp. 352-373. *Project Muse*.

McGrail, Annie B. "The 'Whole Game': Digital Humanities at Community Colleges." *Debates in the Digital Humanities*, CUNY, 2016, <http://dhdebates.gc.cuny.edu/debates/text/53>.

Raabe, Wesley. "Estranging Anthology Texts of American Literature: Digital Humanities Resources for Harriet Beecher Stowe, Walt Whitman, and Emily Dickinson." *CEA Critic: An Official Journal of the College English Association*, vol. 76, no. 2, July 2014, pp. 169–190. *EBSCOhost*.

Ridolfo, Jim. "Delivering Textual Diaspora: Building Digital Cultural Repositories as Rhetoric Research." *College English*, vol. 76, no. 2, Nov. 2013, pp. 136–151. *EBSCOhost*.

Ridolfo, Jim, and William Hart-Davidson, eds. *Rhetoric and the Digital Humanities*. University of Chicago Press, 2016.

Ross, Shawna. "From Practice to Theory: A Forum on the Future of Modernist Digital Humanities." *Modernism/Modernity*, vol. 3, no. 2, July 2018. *EBSCOhost*.

Schreibman, Susan, Ray Siemans, and John Unsworth, eds. *A New Companion to the Digital Humanities*. Wiley-Blackwell, 2016.

Story Maps: Harness the Power of Maps to Tell Your Story. Environmental Research Institute, Inc., 2018, <https://storymaps.arcgis.com/en/>.

Travis, Jennifer, and Jessica DeSpain, eds. *Teaching with Digital Humanities: Tools and Methods for Nineteenth-Century Literature*. University of Illinois Press, 2018.

Ward, Jerry W., Jr. "Online Acts of (Re)Discovery: A Hypertext Note." *CLA Journal*, vol. 59, no. 3, Mar. 2016, pp. 225–231. *EBSCOhost*.

D. Resources

No additional resources or agreements with other organizations will be used for this project.