PROPOSAL FOR

NEW INSTRUCTIONAL PROGRAM

UNIVERSITY OF MARYLAND AT COLLEGE PARK, MARYLAND

Graduate Certificate in Digital Studies in the Arts and Humanities

College of Arts and Humanities

Dean Bonnie Thornton Dill

Proposed Initiation Date: **Spring 2016**

I. OVERVIEW and RATIONALE

A. We propose to create a new Graduate Certificate in Digital Studies in the Arts and Humanities at UMCP that will initially be administered by the Maryland Institute for Technology in the Humanities (MITH), and co-sponsored by the Department of English and the School of Languages, Literatures, and Cultures. The learning outcomes from the Certificate (detailed further below) center upon preparing students to conduct digital research and scholarship in their chosen field of study, and doing so with knowledge of existing digital work in that field, knowledge of best practices for project planning and development, and a critical awareness of the complex issues surrounding digital representation and identity.

Digital Studies in the Arts and Humanities (hereafter also Digital Studies or DSAH for short) is an interdisciplinary approach to scholarship and teaching that combines the critical study of new forms of digital media and identity with creative practices utilizing digital media and the application of computational tools and techniques to areas of traditional humanistic study. While it is often hands-on or applied, Digital Studies also encourages, indeed demands, work that is primarily critical, theoretical, or experimental in nature. Broadly speaking then, Digital Studies is a critical scholarly and creative response to the widespread influence of digital media across nearly every aspect of contemporary life; more specifically, it recognizes that teaching, research, and scholarship in the arts and humanities cannot remain isolated from the networks, platforms, and new media all around us. Scholars and practitioners of the arts and humanities should play an active critical and creative role in shaping both the reception and development of digital media, both in our disciplines and in society at large.

While there is no universal method or one single core competency in DS, specific examples of applied work might include using text mining algorithms to study a corpus containing thousands of documents, drawing on the potential of "crowdsourcing" to help transcribe and annotate a set of literary manuscripts, and using 3D animation to construct an immersive environment for the study of a historically significant space or place. Visualization techniques, geographic information systems, and even various forms of computer gaming are also common applications. It is increasingly clear that Digital Studies in some form or another is an essential element of graduate training in the 21st century humanistic disciplines. This Certificate aims to help deliver these critical competencies and perspectives to the graduate population of the College of Arts and Humanities.

Maryland is ideally positioned to support such a Certificate and indeed some might argue that it is long overdue. Other Big Ten universities with graduate-level Digital Studies or Digital Humanities (DH) certificates include Iowa, Michigan State, Nebraska, and Wisconsin-Madison. Prospective graduate students routinely inquire into the possibilities for formalized training and credentialing in Digital Studies here. This is due in no small part to the significant but heretofore compartmentalized Digital Studies resources already existing on the College Park campus. Since 1999, UMD has been the home of the Maryland Institute for Technology in the Humanities (MITH), an internationally recognized leader in digital projects and research. Indeed, all of the examples given in the previous paragraph are based on actual projects MITH has undertaken. The Department of English is the tenure home for the greatest concentration of ARHU faculty currently using digital methods and tools, and historically it has had close ties to MITH (both of MITH's directors have been Professors of English). Other ARHU departments with faculty doing digital work include History, Art, Art History, Women's Studies, American Studies, Communication, Classics, The School of Theatre, Dance, Performance Studies, and the School of Languages, Literatures, and Cultures. Women's Studies currently supports a Multimedia Studio; The School of Theatre, Dance, and Performance Studies has both the Rever Rome telepresence Studio and a new Digital Design Studio; Art History supports the Michelle Smith Collaboratory for Visual Culture; and SLLC supports the Roshan Institute for Persian Studies, which has recently launched a number of digital initiatives. A Certificate thus offers an effective way to create interdisciplinary community amongst the graduate students and faculty working in these areas; to leverage existing resources and expertise; and to raise the College's profile as a center of excellence in Digital Studies and a destination for prospective students wishing to undertake such work.

B. The program is intended to support a steady state of 10-15 students per year drawing from the graduate population across the College of Arts and Humanities.

II. CURRICULUM

A.   Provide a full catalog description of the proposed program, including educational objectives and any areas of concentration.

Digital Studies in the Arts and Humanities (DSAH) is an established interdisciplinary approach to scholarship and teaching that involves the application of computational tools and techniques to areas of traditional humanistic study, from Classics to the present day. While it is often hands-on or applied in nature, DSAH also encourages, indeed demands, work that is primarily critical, theoretical, or experimental in nature. Students will enroll in an interdisciplinary foundations course offering exposure to various digital methods and tools, discuss the nature of digital research and its challenges, and develop their capacity to conceive of their own research in relation to digital practices. A colloquium format will ensure an ongoing intellectual community integrating enrolled students, interested faculty, and visiting scholars. The remaining credits are compiled from elective coursework, some of which is explicitly hands-on in nature. The Certificate thus offers formalized instruction, a peer community, and credentialing in one or more aspect of Digital Studies related to the student's academic interests.

B. List the courses (number, title, semester credit hours) that would constitute the requirements and other components of the proposed program. Provide a catalog description for any courses that will be newly developed or substantially modified for the program.

We propose a **15-credit** Certificate, apportioned as follows:

MITH 628. Introduction to Digital Studies in the Arts and Humanities. 3 CORE credits. This course (to be cross-listed in the instructor's home department) is designed to introduce students to current topics and critical issues in this diverse, complex, and rapidly changing field, with a special emphasis on approaches to Digital Studies as practiced by faculty and other experts here at UMD. The course will combine an overview of key topics and methodologies with hands-on workshops, critical discussion, guest speakers (both from campus and elsewhere via virtual technology), and site visits to relevant facilities (again both on campus as well as area institutions such as the Folger Library or National Gallery). While topical areas may change in keeping with developments in the field and the expertise of individual instructors, embedding the course in the actual praxis of Digital Studies as it exists here at UMD will ensure the consistency and continuity of the intellectual experience from one cohort to the next. Examples of topical areas to be covered include Data Mining the Social Web, Reimagining the Archive**,** Digital Aesthetics/Digital Play**,** and Global Digital Identities. Evaluation will be based on weekly hands-on exercises, class participation, presentations, and a series of written prompts.

Praxis Course. 3 CORE credits. Selected from a course list pre-approved by the Director, the required Praxis course will feature significant hands-on exposure to some set of digital tools or techniques and/or applied digital project work; students may also petition the Program Director for the inclusion of a Praxis course not on the pre-approved list, including independent studies. A representative Praxis list as based on current or recent ARHU offerings is as follows:

ARTT448D – Advanced Printmaking Studio: Digital Processes
ARTT449B – Advanced Photography Studio: Digital Photography and Inkjet Printmaking Techniques
ARTT479 – Advanced Digital Media Studio
ARTT489F – Advanced Special Topics in Art: Digital Photography
ARTT489I – Advanced Special Topics in Art: Digital Imaging
ARTT489P – Advanced Special Topics in Art: Experimental Film and Video
COMM498J – Seminar in Editing: Creating Meaning in Digital Media
COMM498Q – Seminar: Sound, Lighting, and Cinematography in the Digital Media Platform
DANC 766 Movement Observation
ENGL488A – Web Authoring: Text, Image, & Design
ENGL 631 – Twentieth Century Literature
ENGL 668K – Introduction to Digital Studies
HIST419E – Special Topics in History: Making and Critiquing Digital History
MUSC463 – Applications in Music Technology
THET 699D -- Media Design / Advanced Media Design
TDPS 458E -- Projection Design in Unconventional Environments
THET 428D -- Advanced Media Design
THET 669M -- Mediaturgy
WMST 498P -- Gender, Race and Digital Media: Transforming Cultures and Technologies

MITH 729. Digital Studies in the Arts and Humanities Colloquium. 1 CORE credit (repeated THREE times). Repeated enrollment in this course will ensure intellectual continuity and community throughout the student's time in the Certificate program. The facilitator will organize periodic meetings devoted to discussing shared readings, hands-on experimentation of a new tool or technique, meetings with visiting speakers, and the presentation of student work. **Once during his or her time in residency in the Colloquium, each student will be required to present on a paper or project demonstrating a substantial degree of engagement with methods, tools,**

controversies, or theoretical issues in the digital arts and humanities (this paper or project may be drawn from work completed for one of the elective requirements below). While planning and scheduling will center upon students enrolled in the Certificate, it will be open to any interested faculty, staff member, or student.

Electives. 6 credits. Elective courses may be selected from within the student's home department and/or across the College of Arts and Humanities or (potentially) elsewhere in the university, pending permission from the student's home department. Appropriate electives will emphasize digital methodologies and/or the study of digital media and culture. The Program Director will circulate a list of pre-approved ARHU electives each semester, based on current graduate offerings; students may also petition the Program Director for the inclusion of an elective course not on the pre-approved list, including independent studies. A sample list based on current or recent ARHU offerings is as follows:

AMST418B – Cultural Themes in America: Digital Diversity
AMST418E – Cultural Themes in America: Digital Media and Everyday Life
AMST628M – Seminar in American Studies: Social Activism and New Media
AMST628N – Seminar in American Studies: Space, Place, and Identity in the Digital Age
AMST628V – Seminar in American Studies: Embodiment and Space in the Digital Age
AMST629I – Seminar in American Studies: Materiality and Networked Society
ARAB499K – Special Topics in Arabic Studies: Culture Wars: Controversial Social Issues in Arabic Literature, Film, and Cyberculture
ARTT489R – Advanced Special Topics in Art: New Media
ARTT489W – Advanced Special Topics in Art: Critical Theory of New Media
ARTT498I – Directed Studies in Studio Art: Animation, Editing, and Special Effects
COMM738B – Seminar in Mediated Communication: Visuality and the Media
COMM738E – Seminar in Mediated Communication: Media Effects
COMM738G – Seminar in Mediated Communication: Gender, Media, and Culture
DANC 466 Laban Movement Analysis
ENGL467 – Computer and Text
ENGL 719A – Early Modern Media
ENGL 738T – TechnoRomanticism
ENGL 748D – Archives, Media, Dickinson, and Poetry
ENGL758B – Literary Criticism and Theory: Book 2.0: The History of the Book and the Future of Reading
ENGL 758C -- Simulations
ENGL759A – Seminar in Literature and the Other Arts: Methods and Issues in Cinema and Media Studies
TDPS 459M -- Movement Design for Theatre.
THET 489 -- Post 9/11 Theatre and Performance.
WMST 452 – Women in the Media
WMST 498T – Advanced Special Topics in Women's Studies: Media and Feminist Studies
WMST698 – Special Topics in Women's Studies: Media and Feminist Studies

We expect additional courses that would serve as electives to become available on an ongoing basis. For example, the School of Languages, Literatures, and Cultures currently has a "Global Digital Humanities" course in the development phase, with the target of Spring 2016 for its first offering.

Students will be permitted to petition the Director for retroactive application of coursework completed within the last 18 months for Certificate credit.

A maximum of 6 Certificate credits (and 3 CORE credits) may be earned at the 400-level.

The following tenured or tenure-track faculty in the College regularly offer courses that could be expected to support the Certificate's requirements:

Ali Abasi (SLLC, Persian)
Chanon Adsanatham (ENGL)
Hester Baer (GERM)
Karen Bradley (TDPS)
Shannon Collins (ART)
Hasan Elahi (ART)
Jason Farman (AMST/DCC)
Neil Fraistat (ENGL)
Oliver Gaycken (ENGL/FILM)
Meredith Gill (ARTH)
Franklin J. Hildy (TDPS)
Sahar Khamis (COMM)
Melanie Kill (ENGL)
Katie King (WMST)
Matthew Kirschenbaum (ENGL)
Kari Kraus (ENGL/LIS)
Alexis Lothian (WMST)
Peter Mallios (ENGL)
Jared Mazzochi (TDPS)
Brandon Morse (ART)
Martha Nell Smith (ENGL)

C. Describe any selective admissions policy or special criteria for students selecting this field of study.

Admission to the Certificate will be selective.. Students will be asked to provide a brief rationale explaining their interest in Digital Studies and its relationship to their academic or professional work. They will also attest to their current good standing in the academic program in which they are enrolled. Diversity will be a prime consideration in admission, as will the student's current academic standing, the extent to which he or she can demonstrate the integration of his or her research or professional plans with the goals and objectives of the program, and the faculty's assessment of the fit between the student's interests and current faculty expertise amongst those staffing the program

In the event of fewer applications than there are available seats in the program, the Director will be responsible for admissions decisions, bringing any rejection before the Advisory Board (see VI.A, below) for its review. In the event of more applications than there are seats in the program, the Director shall make all admissions decisions in consultation with the Advisory Board. Any student denied admission to the program may petition that decision with a written appeal and a letter of support from his or her Director of Graduate Studies addressed to both the Program Director and the Associate Dean for Academic Affairs. The decision of the Program Director in consultation with the Advisory Board and Dean of Academic Affairs shall then be final.

III. STUDENT LEARNING OUTCOMES AND ASSESSMENT

A. List the program's learning outcomes and explain how they will be measured.

The expected learning outcomes are as follows:

- Students will have demonstrated strong knowledge of existing digital resources in the student's field of study in the arts and humanities.
- Students will have demonstrated strong knowledge of needs, criteria, and opportunities for designing and building new resources in the student's field of study in the arts and humanities.
- Students will have demonstrated an informed critical stance toward the possibilities and limitations of digital tools and resources in their area of research.
- Students will have demonstrated an appreciation of current debates, challenges, and issues in digital arts or humanities at large.
- Students will have demonstrated an appreciation of the practical steps necessary for implementing digital tools, resources, or research in his or her future scholarship in the arts and humanities.

These outcomes will be measured through an assessment of both the scholarly work (paper, project, etc.) that incorporates DH methods or critical perspectives. This assessment will be conducted once during the student's time in the three-semester Colloquium sequence (see above; typically, though not necessarily, his or her final semester); said assessment will consist of an oral presentation to the Colloquium at large and a written statement to be evaluated by the Program Director.

B. Include a general assessment plan for the learning outcomes. (In lieu of a narrative for both IIIA and IIIB, you may attach the program's learning outcomes assessment forms.)

The Program will retain a copy of the paper or project used as the basis for the student's presentation in the Colloquium as the work against which the above outcomes are assessed (in the case of a digital project, "retention" may be defined as a copy on removable media, committal to the Library's DRUM repository, provision of a persistent network identifier in conjunction with a publisher, or another recognized curatorial strategy).

See attached LOA form.

IV. FACULTY AND ORGANIZATION

A. Who will provide academic direction and oversight for the program?

The program will be housed in MITH, and the English Department has committed to offering the Intro course and the Director for an initial three-year period. At the end of this period, the opportunity will exist to migrate administration of the program—in continued conjunction with MITH—tto another ARHU department. (As indicated in the attached letter of support, the School of Languages, Literatures, and Cultures has already expressed strong interest in co-hosting the program with MITH after English's term expires.) Oversight for the program will be provided by a Program Director, appointed from the faculty of the sponsoring department. The Program Director will also teach the Digital Studies

Colloquium each semester. MITH has pledged one course buyout per year to the sponsoring department in support of this effort as well as technical instruction and support for students in the program.

V. OFF CAMPUS PROGRAMS

N/A.

VI. OTHER ISSUES

A. Describe any cooperative arrangements with other institutions or organizations that will be important for the success of this program.

While the program is structurally capable of standing on its own, it assumes the goodwill and cooperation of the rich assemblage of DSAH resources already present here on campus for the enhancement of the student experience. In particular, the relationship with MITH will be a crucial one, because it emphasizes the College-wide nature of the program and because students will interact with visiting MITH speakers and utilize MITH's facilities and resources where appropriate.

The Program Director, in consultation with the Dean of Arts and Humanities and Director of MITH as well as the Chair of English and Director of the SLLC, will appoint a faculty advisory board to consult on intellectual and programmatic issues and ensure the program's commitment to diversity. The following have agreed to serve on the board for an initial two-year term: Hasan Elahi (ARTT); Jason Farman (AMST/DCC); Neil Fraistat (ENGL/MITH); Frank Hildy (TDPS); Kari Kraus (INST/ENGL); Alexis Lothian (WMST); Abigail McEwan (ARTH); Matthew Miller (SLLC).

B. Will the program require or seek accreditation? Is it intended to provide certification or licensure for its graduates? Are there academic or administrative constraints as a consequence?

The program will not seek accreditation.

VII. COMMITMENT TO DIVERSITY

Every effort will be made to recruit a highly diverse body of graduate students from across ARHU to participate in the DSAH Certificate. Every semester the Program Director will send an email that advertises and explains the Certificate to graduate directors and advisors across ARHU as well as to support services and academic enrichment programs for students from underrepresented groups.

A number of ARHU faculty who can be expected to play a role in staffing the Introductory course, attending the colloquium, and/or advising students have research strengths in Digital Studies that engage directly with diversity issues: these include Jason Farman (American Studies), Frank Hildy (Theatre) Katie King (Women's Studies), Alexis Lothian (Women's Studies), and Martha Nell Smith (English). In addition, other faculty with current digital projects--such as Ralph Bauer (English), Peter Mallios (English), Carla Peterson (English)--also all explicitly conceive of their projects in relation to diversity. The program will thus have examples at hand to foster a culture and ethos of inclusivity. Our ties to the School of Languages, Literatures, and Cultures (and its associated Roshan Institute for Persian Studies) as a co-sponsor of the program will further augment these opportunities.

Finally, MITH has maintained an abiding commitment to diversity since its inception, as demonstrated recently by programs and projects such as *"O Say Can You See": the Early Washington, D.C. Law and*

Family Project, *Transforming the Afro-Caribbean World* (in partnership with the Center for the History of the New America), *BrailleSC*, and *Accessible Futures*; as well as its ongoing Digital Dialogues series, which regularly features speakers engaging with diversity and digital scholarship. In Spring 2015, MITH implemented a DSAH Incubator series, "Researching Ferguson" helping over 40 faculty members and graduate student participants from several different disciplines develop research and teaching opportunities for the use of its Ferguson Twitter archive, a collection of more than 13 million tweets harvested by MITH's lead developer, Ed Summers, in the wake of the events in Ferguson, Missouri. In June 2015, in conjunction with ARHU's Center for Synergy, MITH received a $1.25 million grant from the Mellon Foundation for a 3 ½ year project, "Synergies among Digital Humanities and African and American History and Culture: An Integrated Research and Training Model," focused on African American immigration, labor, and artistic expression. We expect this project to offer students in the DSAH opportunities for intellectual engagement, the learning of new methodologies, and hands-on project work.

All of this activity will serve to model for students the variety of different ways in which diversity and inclusivity figure in Digital Studies research, teaching, and practice.

VIII. REQUIRED PHYSICAL RESOURCES

  A. Additional library and other information resources required to support the proposed program. You must include a formal evaluation by Library staff.

  N/A. While no new information or collections resources will be required, we anticipate working closely with the Library (through MITH as a co-sponsor) and taking advantage of existing facilities, such as the recently opened MakerSpace.

  B. Additional facilities, facility modifications, and equipment that will be required. This is to include faculty and staff office space, laboratories, special classrooms, computers, etc.

    Existing facilities in MITH, English, Women's Studies, Art History's Collaboratory, Theatre, Dance, and Performing Arts, the Library, SLLC, and other departments will suffice.

  C. Impact, if any, on the use of existing facilities and equipment. Examples are laboratories, computer labs, specially equipped classrooms, and access to computer servers.

    Along with the smart classrooms available in ARHU, the new Edward St. John Learning & Teaching center--and Academy for Innovation will offer ample opportunities for those conducting Digital Studies research to integrate their work into their teaching.

IX. RESOURCE NEEDS and SOURCES

  Describe the resources that are required to offer this program, and the source of these resources. Project this for five years. In particular:

  A. List new courses to be taught, and needed additional sections of existing courses. Describe the anticipated advising and administrative loads. Indicate the personnel resources (faculty, staff, and teaching assistants) that will be needed to cover all these responsibilities.

MITH 628, Introduction to Digital Studies, to be offered approximately every other semester, depending on demand and faculty availability. Staffing to come initially from the Certificate's home department, though all qualified ARHU faculty will be encouraged to teach the course as part of their normal workload.

MITH 729, Digital Studies Colloquium. To be offered every semester, taught by the Program Director as part of his or her normal workload.

The advising and administrative load for the steady-state program (10-15 students anticipated) will be borne by the Program Director.

    B. List new faculty, staff, and teaching assistants needed for the responsibilities in A, and indicate the source of the resources for hiring them.

A Program Director—appointed by the Dean of Arts and Humanities for a renewable three-year term in consultation with the Director of MITH—will be required. MITH has pledged one course buyout per year in support of his or her obligations. A commitment must also exist toward staffing the Introductory course. While it is likely that this responsibility will initially fall on the person of the Director, the expectation is for responsibility for staffing this course to eventually extend beyond the Director and indeed beyond the home department. English has signalled its willingness to contribute staffing to the course for at least its initial 3-year term. See attached letter of support.

    C. Some of these teaching, advising, and administrative duties may be covered by existing faculty and staff. Describe your expectations for this, and indicate how the current duties of these individuals will be covered, and the source of any needed resources.

Despite the work that will be performed by the Program Director, this Certificate, more than most given its inherently interdisciplinary nature, must depend upon the support and goodwill of a critical mass of ARHU departments. Faculty will eventually be needed to help staff the Introductory course and possibly to supervise Independent Studies. Graduate Directors will need to extend students the flexibility to take electives outside their home department; likewise, they must be willing to accommodate students from other departments in their own faculty's classrooms. The attached letters of support from various ARHU departments reflect this commitment.

    D. Identify the source to pay the for the required physical resources identified in Section VIII. above.

        N/A

    E. List any other required resources and the anticipated source for them.

        N/A

    F. Provide the information requested in Table 1 and Table 2 (for Academic Affairs to include in the external proposal submitted to USM and MHEC).