

## Project Showcase: How did they make that?

This exercise draws on work by Miriam Posner, who framed initial analysis of Digital Scholarship projects as a question: "[How did they make that?](#)" This approach is useful because we come to understand what is possible for mapping and GIS research by asking questions about how projects were created.

*Use (some or all of) the following questions to think about and discuss your chosen project:*

- 1) Is this a mapping or a GIS project?
- 2) Who created the project? What library expertise was needed?
- 3) Who is the audience for the project?
- 4) What is the underlying/implied research question?
- 5) How many people make up the project team?
- 6) What tools were used to create this project?
- 7) What are the data sources? Where did they come from?
- 8) What data might be missing?
- 9) Beyond the technology, what other skills, expertise and/or resources might be needed (e.g., data curation, metadata, storage, copyright) to create this project?
- 10) What might be added to or subtracted from any of these projects to make it appropriate for a different audience/objective? What other research questions could be generated from the data set?
- 11) Could this project be used in a classroom? If yes, how? If not, why not?

## Large Group Analysis

- American Religious Sounds Project
  - <https://religioussounds.osu.edu/>
  - Map: [https://explore.religioussounds.osu.edu/visualization?show\\_popup=true&skip\\_control\\_screen=true&target\\_visualization=archive](https://explore.religioussounds.osu.edu/visualization?show_popup=true&skip_control_screen=true&target_visualization=archive)
- Mapping the “Land of Hiawatha”
  - <http://www.camdenburd.com/hiawatha/>

## Small Group Analysis (pick one)

- ATLMaps
  - <https://atlmaps.org/>
- Bomb Sight: Mapping the WW2 Bomb Census
  - <http://bombsight.org>
- Camera and Locomotive
  - <https://www.loc.gov/ghe/cascade/index.html?appid=531a16f45bec4008bc19de2e805be362>
- Electing the House of Representatives (American Panorama)
  - <https://dsl.richmond.edu/panorama/congress/#view=cartogram&year=2016&xyz=0.5/0.5/1>
- Keweenaw Time Traveler
  - <http://www.keweenawhistory.com/>
  - Map: <http://geospatialresearch.mtu.edu/kettexplorerapp/index.html>
- Mapping Regionalization of the U.S. Economy from 1790-1960
  - [Write-up about the course project with lab example](#)
  - Map: <http://bucknell.maps.arcgis.com/apps/MapJournal/index.html?appid=f3e83b070f0e4672a20405eb151fcfe5>
- Navigating the Green Book
  - <https://publicdomain.nypl.org/greenbook-map/>
- ORBIS: The Stanford Geospatial Network Model of the Roman World
  - <http://orbis.stanford.edu/>
- Torn Apart / Separados
  - <http://xpmethod.plaintext.in/torn-apart/volume/2/index>

## Other examples of projects/assignments

The following examples highlight the work of colleagues at ARL institutions and beyond who have supported student and faculty projects, some of which are linked below.

### ***Theresa Quill - Indiana University***

A mapping project using [ESRI StoryMaps \(Classic\)](#). In a beginning Polish class, the students had to map places mentioned in a Polish language song. You can read the [draft of the chapter here](#).

### ***Phil McDaniel - UNC Chapel Hill***

Mapping Historiography: Jeff Erbig's project resulted in a map that "demonstrates the purported locations of autonomous native communities in the Río de la Plata during the eighteenth century."

<https://library.unc.edu/hub/projects/mapmakers-in-the-eighteenth-century-rio-de-la-plata/>

Mapping Voices of North Carolina's Past: This map is now used in classrooms to teach students about the people that comprise North Carolina's past through oral history research.

<https://library.unc.edu/hub/projects/mapping-voices-of-north-carolinas-past/>

Mapping Catcalling Incidents in Chapel Hill: The students in Professor Susan Page's course, "Women's Studies 290: Encountering Art in the Unexpected", devised a unique plan for their final project: they drew a map of campus on a 12' by 15' foot sheet of canvas and unfurled it on the ground in front of Davis Library. Passers-by were invited to make marks on the map, recording the locations of their personal experiences with catcalling and street harassment.

<https://library.unc.edu/hub/projects/mapping-catcalling-incidents-in-chapel-hill/>

### ***Melinda Kernik – University of Minnesota***

Kernik and her collaborators have created a portal for instructors and librarians to access and download instructional materials for incorporating StoryMaps as a pedagogical tool. Resources include instructional prompts, guides for different kinds of assignments, and rubric templates.

<http://storymaps.umn.edu/>

### ***Jason Glantz - Western Michigan University***

An example of a library using GIS for assessment

<http://old.libraryassessment.org/bm~doc/27glatzposter.pdf>