Narrative Section of a Successful Application

The attached document contains the grant narrative and selected portions of a previously funded grant application. It is not intended to serve as a model, but to give you a sense of how a successful application may be crafted. Every successful application is different, and each applicant is urged to prepare a proposal that reflects its unique project and aspirations. Prospective applicants should consult the Office of Digital Humanities application guidelines at http://www.neh.gov/grants/odh/institutes-advanced-topics-in-the-digital-humanities for instructions. Applicants are also strongly encouraged to consult with the NEH Office of Digital Humanities staff well before a grant deadline.

Note: The attachment only contains the grant narrative and selected portions, not the entire funded application. In addition, certain portions may have been redacted to protect the privacy interests of an individual and/or to protect confidential commercial and financial information and/or to protect copyrighted materials.

Project Title: Folger Shakespeare Library Summer Institute for Advanced Topics in the Digital Humanities: "Early Modern Digital Agendas"

Institution: Folger Shakespeare Library

Project Director: Owen Williams

Grant Program: Institutes for Advanced Topics in the Digital Humanities

Early Modern Digital Agendas

Abstract of a proposal for a three-week Institute for Advanced Topics in the Digital Humanities
To be directed by Dr. Jonathan Hope, Reader in Literary Linguistics at the University of Strathclyde
At the Folger Shakespeare Library in the Summer of 2013

Recent debates concerning Digital Humanities (DH) have raised major methodological and epistemological issues at the core of DH approaches to literature. Yet most scholars of early modern literature recognize that they cannot return to a point before digital technologies; they need to acquire digital literacy. They are as eager for a fresh and thorough analysis of the rationale, limits, and implicit agendas of the available digital tools as they are to learn about developments in emerging DH fields. They seek opportunities to work with specialists who can advise them about conceiving, designing, and realizing their own digital projects. Early Modern Digital Agendas seeks to create a forum in which participants can historicize, theorize, and critically evaluate current and future digital tools and approaches in early modern studies, with discussion growing out of, and feeding back into, their own projects. As part of a culminating digital footprint, the participants will produce a DH resources hub for early modernists.

Early Modern Digital Agendas is an expansively defined training institute; its regular assignments and exercises will instill a working knowledge of the methods and models that are currently broadening the interpretive horizons of early modern scholars. As they work from print and manuscript to text to data, early modernists have at hand a robust set of digital tools with period-specific challenges and limitations. The three weeks of intensive, and high-level, learning and reflection will move participants from the practical to the critical to the theoretical. Each week builds on the lessons and demonstrations of the previous one. During the first week, participants will consider the digital tools and resources they and their colleagues are currently using, including online catalogues and textual archives. Visiting faculty during the second week will describe the theory and practice of current and ongoing projects that supplement the textual corpus through digital and interoperable editions. In the third week, participants will discuss the work currently being done in corpus linguistics, the latest methods for visualizing that work, and the implications these advancements have for research in the humanities.

Along this continuum, relevant questions will include: what specific questions can be answered with DH techniques and how consequential are the answers? What do productive collaborations between humanists and technologists look like and how can they be initiated or sustained? What unique questions do early modernists bring to the table in the DH community? How are these questions being answered now, and how can they be answered in the future? How does what scholars *can* do affect what they *do* do? What happens to the objects of study in digitally based research? What is the philosophical basis for the claims DH scholars seek to make about their objects of study? Throughout the institute, attention will be paid to the ways new technologies are shaping the very nature of early modern research and the means by which scholars present their findings to other scholars and teach their students.

There is no better research center in the United States than the Folger Institute to bridge the divide between early adopters of digital technologies and those early modernists just coming to the field. The Institute's staff is expert in the support of complex programs for advanced scholars as they develop fresh interpretations of primary source material. Respected among early modernists for a forty-year record of interdisciplinary programs, the Institute provides early modernists with the working space for exploration, discussion, reading, and the production of scholarship. It is fitting that the Folger Institute host the scholars who will conceptualize new ways and devise new methodologies for approaching early modern literature. In these endeavors, the Institute draws strength from its position within the Folger Shakespeare Library, one of the world's major repositories of early English material and a dedicated supporter of related research. Independent research libraries like the Folger are central to the creation of knowledge in various media, its classification for better retrieval, its digital curation and preservation, and its transmission to future generations. The Folger takes seriously its investment in knowledge preservation and enhancement; it is only appropriate that the Folger has emerged as a stakeholder in the latest instantiation of knowledge culture.

Folger Shakespeare Library
Application to the National Endowment for the Humanities
Institutes for Advanced Topics in the Digital Humanities

Early Modern Digital Agendas
Table of Contents

- Application for Federal Domestic Assistance–Short Organizational

- Supplementary Cover Sheet for NEH Grant Programs

- Project/Performance Site Location Form

- Attachments

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EARLY MODERN DIGITAL AGENDAS
A proposal for a three-week Institute for Advanced Topics in the Digital Humanities
To be directed by Dr. Jonathan Hope, Reader in Literary Linguistics at the University of Strathclyde
At the Folger Shakespeare Library in the Summer of 2013

INTELLECTUAL SIGNIFICANCE
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At a recent Digital Resources for Palaeography (DigiPal) conference, a speaker suggested that scholars enact a one-year moratorium on all digitizing projects to consider the more pressing question of which practices yield the best results. Results-focused projects, driven by the desire to make content available, and often undertaken in relative isolation, frequently end up re-inventing the wheel, building from scratch interfaces with similar features, instead of innovatively tackling the problem of providing more effective digital surrogates. We take seriously the need to take stock of the state of the Digital Humanities (DH) field for early modern literary scholars. Such reflection is best done collaboratively in as varied a group of scholars as possible to discuss real projects and the practical problems they pose. Early Modern Digital Agendas seeks to create a forum in which participants can historicize, theorize, and critically evaluate current and future digital tools and approaches in early modern studies, with discussion growing out of, and feeding back into, their own projects (current and envisaged).

The need for such a moment of stock-taking has been highlighted by recent debates about methodological and epistemological issues at the core of DH approaches to literature. Skeptics have defended a "traditional" form of humanities research, which moves from an initial interpretive hypothesis to the investigation of a formal pattern. This methodology, they say, is at odds with much, if not all DH, which is dismissed as merely "running the numbers." The problem with DH, by this skeptical account, is that analysis begins in a vacuum, with a set of numbers, and only later is integrated into a literary or historical interpretation. In response, digital humanists have pointed out that their analyses of literary texts always begin in an interpretively directed way. Simply put, one cannot begin any computational analysis without knowing what is worth counting and what issues such data might illuminate. This initial, organizational decision will always stem from an interpretive insight or hypothesis that is the traditional starting point of humanities research. Digital Humanists also explain that myriad subfields fall under the umbrella term. Some DH methods and technologies suggest new ways of defining literary genres, for example, while others are capable of processing previously unimaginable amounts of textual data to provide evidence for stylistic analysis. Still others focus on the ways digital humanists might present findings through an array of "visualizations." In all these ways, DH expands the universe of possible questions that literary scholars can ask before producing evidence faster than ever before.

Regardless of their views on this debate, many scholars of early modern literature recognize that they cannot return to a point before digital technologies were introduced; they need to acquire digital literacy. They are as eager for a fresh and thorough analysis of the rationale, limits, and implicit agendas of the available digital tools as they are to learn about specific developments in emerging DH fields. They seek opportunities to work with specialists who can advise them about conceiving, designing, and realizing their own digital projects. Early Modern Digital Agendas provides this. With the guidance of twelve visiting faculty and several members of the Folger Library's professional staff, this institute offers a series of hands-on interactions with the most advanced digital tools, resources, and methodologies available combined with the largest collection of early English texts in North America. It will select a diverse group of early modern literary scholars at different stages of their academic careers, and with different levels of expertise in DH, to analyze and present their research—and evaluate the research of others—with emerging technologies.

Early Modern Digital Agendas is an expansively defined training institute; its regular assignments and exercises will instill a working knowledge of the methods and models that are currently broadening the interpretive horizons of early modern scholars. As they work from print and manuscript to text to data, early modernists have at hand a robust set of digital tools with period-specific challenges and limitations. The three weeks of intensive, and high-level, learning and reflection will move participants from the practical to the

critical to the theoretical. Along this continuum, relevant questions will include: what specific questions can be answered with DH techniques and how consequential are the answers? What do productive collaborations between humanists and technologists look like and how can they be initiated or sustained? What unique questions do early modernists bring to the table in the DH community? How are these questions being answered now, and how can they be answered in the future? How does what scholars *can* do affect what they *do* do? What happens to the objects of study in digitally based research? What is the philosophical basis for the claims DH scholars seek to make about their objects of study? Throughout the institute, attention will be paid to the ways new technologies are shaping the very nature of early modern research and the means by which scholars teach their students and present their findings to other scholars.

INSTITUTIONAL PROFILE

There is no better organization in the United States than the Folger Institute to bridge the divide between the early adopters of digital technologies and those just coming to the field in early modern humanities. It is a center for advanced study, supported by a consortium of member universities and grants from the National Endowment for the Humanities, the Andrew W. Mellon Foundation, and the Gladys Krieble Delmas Foundation, among others. The Institute's staff is expert in the support of complex programs for advanced scholars as they develop fresh interpretations of primary source material.

The Institute is respected among early modernists for a forty-year record of interdisciplinary programs for faculty and graduate students. Any given field advances through exploration, discussion, reading, and the production of scholarship. The Folger Institute provides early modernists with the working space for those endeavors. It is only fitting that the Folger Institute host the scholars who will seek to conceptualize new ways and devise new methodologies for approaching early modern literature. Free to facilitate research collaboration, the Institute is well suited to partner with the most appropriate DH centers to expand the horizons of what questions are asked of primary sources and the ways those answers are generated and shared.

With digital humanities, collaboration is rising to the fore as a necessary element in scholarship. In the world of early modern scholarship, collaboration has not always been recognized as a virtue. But in the Folger Institute's seminar rooms, collaboration, in the form of sharing work-in-progress and receiving feedback from colleagues, has long been established as the method and the measure of success. Projects like Early Modern Digital Agendas introduce early modern literary scholars to the expert visiting faculty—historians of technology, information catalogers and retrievers, computing specialists, linguists, literary historians, visualization theorists, and statisticians—who can best advise them on ways to implement their digital projects.

In these endeavors, the Institute also draws strength from its position within the Folger Shakespeare Library. The professional staff includes humanities scholars, curators, and digital experts who work in many areas relevant to Early Modern Digital Agendas (see Appendix E (p. 82) for a list). The original impulse behind establishing the Folger Library was to collect the sources to create definitive editions of Shakespeare's plays. Today, the Folger is one of the most important repositories of primary works from the fifteenth through the eighteenth centuries, and much of the important work on editions of early modern texts in the twentieth century was performed in the Folger Reading Rooms. Independent research libraries like the Folger are rising to the challenge of creating and organizing data in ways suited to particular digital research projects and collecting and storing this data in digital archives. The Library continues to be central to the culture of knowledge: its preservation in various media, its scholarly editing, its classification for better retrieval, its digital curation, and its transmission to future generations. With the more than 100,000 early printed books, 74,000 manuscripts, and 50,000 prints and other visual media that have been preserved for scholars on Capitol Hill for eight decades, the Folger is one of the world's major repositories of early English material and a dedicated supporter of related research. In recent years, through its digital initiatives, the Folger has helped establish the next generation of protocols for the preservation, cataloguing, and retrieval of information. The Folger takes seriously its investment in knowledge preservation and enhancement, and thus it is appropriate

that the Folger has emerged as a stakeholder in the latest instantiation of knowledge production and dissemination.

PROJECT FACULTY AND STAFF

The NEH Institute's Director, Dr. **Jonathan Hope**, Reader in Literary Linguistics at the University of Strathclyde, is responsible for the intellectual content of the institute and for the morale and involvement of institute participants. He will coordinate the contributions of the visiting faculty and chair discussions, maintaining the conceptual threads through the three weeks. Dr. Hope's research involves the computer-based linguistic analysis of Shakespeare's texts (and early modern literature in general) in the broader field of literary linguistics (the application of linguistic techniques and theories to literary texts). His most recent book, *Shakespeare and Language: Reason, Eloquence and Artifice in the Renaissance* (2010), is a major reconsideration of the status of language in the Renaissance, and our own modern difficulties in appreciating a different linguistic culture. (Professor Hope's abbreviated *curriculum vitae* and letter of commitment may be found in Appendix B and C on p. 26 and p. 64, respectively.)

Dr. **Owen Williams** is the institute's administrative project director. Dr. Williams has served as the Folger Institute's officer with day-to-day oversight of the Institute's programs for over a decade. As the Institute's Assistant Director, he welcomes some two hundred scholars annually to advanced seminars, workshops, and conferences. The scope of his most relevant duties includes: program promotion, application review and participant selection of advanced graduate student and faculty, faculty representative liaison to over forty member universities, production of semi-annual reports to the Institute's Central Executive Committee, and extensive faculty director coordination and correspondence. He is also responsible for producing performance reports for the National Endowment for the Humanities and major grant-making foundations. (See his abbreviated *curriculum vitae* in Appendix B on p. 58; his joint letter of commitment is found in Appendix C on p. 65.)

Professor Hope has assembled a learned and influential faculty for the program, and the three-week institute will feature their overlapping visits (see Appendix F (p. 83) for brief academic biographies). Because these experts have successfully produced born-digital editions, corpora, or other computationally advanced projects, their presentations will mix familiar resources currently available for early modern research with advanced digital tools and projects. While some visiting faculty's presentations will consider the larger theoretical underpinnings of DH, others will focus on practical issues concerning the analysis and interpretation of digitally produced and manipulated data. Several will ask how these theories and methodologies may affect approaches to future projects and even the nature of the research questions that scholars will pose. Throughout the program, they will discuss how the theory of digital approaches may drive discovery and practice in the field of early modern textual studies, and vice versa. Participants will also be given ample opportunity to discuss their own research interests and classroom practices. As the Folger Institute has seen repeatedly, the connections established with summer institute faculty have a lasting impact on participants' careers. The faculty's perspectives on emerging technologies and their abilities to model the applications of these technologies for early modern scholars will be a crucial component of Early Modern Digital Agendas. Faculty roles and responsibilities are described in the following section. (The faculty's abbreviated *curricula vitae* and letters of commitment are found in Appendices B and C on pp. 28 through 80.)

PROJECT CURRICULUM AND WORK PLAN

Early Modern Digital Agendas will convene in the Folger Board Room, which has recently been upgraded in terms of its presentation technology and wireless access. All participants will be required to attend all sessions. With a two-hour morning session and a three-hour afternoon session, the institute will normally meet from 9:30 a.m. to 4:30 p.m., Mondays through Fridays, with a lunch break. The afternoon session has a built-in break. Participants will join Folger staff and readers at the Library's daily tea from 3:00 to 3:30 on weekdays. The post-tea hour will often be used to introduce the next set of assignments and exercises. At least one session will be set aside each week for participants' brainstorming sessions on overarching themes and for discussion of such issues as multi-institutional collaborations and grant-seeking

for DH development. Discussions of assigned and pre-circulated readings will be led by the director and the visiting faculty, and links to digital exemplars will be made available before discussion. A few slots will be devoted to "lab time" so that participants may develop their own projects, complete hands-on exercises, consider the lasting contribution they will make to the institute's website, and receive guidance and assistance on digital projects as needed. Participants will be able to consult individually with the director and visiting faculty during those hours, as well as with the Folger's reference librarian, curators, and Reading Room staff as necessary. Weekly evening social events will allow for conversations to continue and community to build outside the sessions.

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Week One: 8-12 July 2013
The Digital Corpus for Early Modernists
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This week provides an historical overview of DH, considers pressing current issues, presents the theoretical contexts for DH approaches for early modern literary scholars, and opens a practical exploration of tools currently considered essential by most early modernists. Monday morning will begin with an orientation necessary for work in a restricted-access, non-circulating, rare book library: reader registration will be followed by an introduction to the rules and regulations of the Reading Room in the course of a tour of the Library. Participants will also be introduced to the Folger Library's online catalogue, Hamnet. They will confer with the summer institute's Technical Assistant to configure wireless password protocols and the like.

The NEH Institute Director, **Jonathan Hope**, and participants will then convene for an introductory lunch. The first session in the afternoon will be crucial for community-building and setting the agenda for the rest of the institute. Priorities include: (1) to establish a level of critical discussion which theorizes and contextualizes DH within the broad field of Humanist studies; and (2) to establish continuing sub-groups within the institute which will allow the development of good inter-personal relations, the sharing of knowledge, and the creation of a supportive context in which participants' research plans can be refined. In the two-hour session before tea, the twenty participants will meet in five sub-groups of four people each. In each sub-group, participants will introduce themselves and will describe their experience in early modern studies and DH. The institute will then reconvene as a whole, and each person will introduce the work and research project of another member of their sub-group. The aim of these introductions is to establish a research problem for each participant that relates to DH and for which the participant will develop a solution, a visualization, a guided approach, or a list of resources over the course of the coming weeks.

Dr. Hope will also outline plans for the institute's digital footprint: live tweeting of presentations and discussions; private wiki-sites for each sub-group to record ongoing work and allow sharing between participants; and a public website to present the participants' work and discoveries. This website will migrate the best ideas drawn from the sub-group's wiki-sites to an ongoing hub for DH work in early modern studies. After tea, Dr. Hope will lead discussion of the first set of assigned texts, drawing on two recent anthologies: Matthew K. Gold's *Debates in the Digital Humanities* (2012) and David M. Berry's *Understanding Digital Humanities* (2012). Special attention will be paid to the aspects of these debates which involve early modern scholarship, such as the recent polemics against DH by Stanley Fish, for instance.

On Tuesday morning, Professor **Jonathan Sawday** (St. Louis University) will open up theoretical discussions on the history and culture of technology and human interaction and its effects on scholarship and research. In his *Engines of the Imagination: Renaissance Culture and the Rise of the Machine* (2007), Professor Sawday explored how the imaginative impact of early-modern technology changed the user's relationship to the world in ways that were often unpredictable. Professor Sawday will guide discussion of the ways DH is transforming not just the object of study (texts) but scholars as users, readers, producers, and consumers of texts and ideas. Readings will range from Martin Heidegger's "The Question Concerning Technology" (1954) to Gerard Genette's *Paratexts: Thresholds of Interpretation* (1997). (See Appendix J (pp. 87-90) for the full bibliography.) Professor Sawday will pose questions about current models of reading in comparison with ways of dealing with information throughout history. He will explore the extent to which the advanced capabilities derived from DH are framing new kinds of enquiry that transform the user of technology.

In the afternoon, Professor **Wendy Hui Kyong Chun** (Brown University) will examine the importance of networking technologies to the scholarly imaginary and vice versa. Networks have arguably become the defining concept of this epoch. Although much theoretical work has already been done elucidating networks, from Jean François Lyotard's evocative description of the postmodern self as a "nodal point" to Tiziana Terranova's analysis of global network culture in "Free Labor," surprisingly little work has addressed the question: why networks? What is the conceptual power of networks? Professor Chun will help the participants think through the ways in which the conceptual power of networks stems from their alleged ability to bridge unbridgeable scales: the micro and the macro, the molecular and the molar. Networks and their mapping tools, in other words, seem to offer a way to dispel postmodern "confusion," described by theorists such as Frederic Jameson (in his "Cognitive Mapping") and sociologist Ulrich Beck (in *Risk Society*), which prevents the individual from understanding his or her relation to the larger global system.

In general discussion, Professor Hope and participants will relate these issues to the larger aims of the institute. Participants will focus on the allure of technology, the dangers of uncritical approaches to it, and the extent to which researchers need to take ethical responsibility for the tools and protocols they employ. This responsibility includes considering fully the extent to which software and hardware can function as a "black box," producing "data" on which scholars fix their analytic gaze without stopping to consider the processes by which that "data" is brought into being. Excerpts from Professor Chun's book, *Programmed Visions: Software and Memory* (2011), will focus this discussion.

At the end of the day, exercises will be assigned introducing the most widely used digital corpus in early modern English studies, Early English Books Online (EEBO). EEBO is a commercially available collection of digitized full-text facsimiles. It currently contains more than 125,000 titles listed in A.W. Pollard and G.R. Redgrave's *Short-Title Catalogue (1475-1640)* and Donald G. Wing's *Short-Title Catalogue (1641-1700)* and their revised editions, as well as the *Thomason Tracts (1640-1661)* collection and the *Early English Books Tract Supplement*. Participants will keep close track of their searches, make notes about aspects of EEBO they find unusual or surprising, and prepare to discuss how intuitive and user-friendly the interface is. Their searches will provide them with examples to trace through the remainder of the week's exploration.

On Wednesday morning, following some lab time for participants to complete their EEBO exercises, Professor **Ian Gadd** (Bath Spa University) joins the institute to discuss their findings. In the afternoon, Professor Gadd will be joined by two librarians, **Goran Proot**, the Keeper of Historical Collections at the University Library Antwerp, and **Deborah Leslie**, Head of Cataloguing at the Folger, to discuss the scope and organizing principles of online catalogues like the Folger's Hamnet and online bibliographies like the English Short Title Catalogue (ESTC), whose catalogue data provides the underlying parameters for EEBO. The ESTC is the British Library's comprehensive union catalogue, listing some 470,000 catalogue entries for letter-press books, serials, newspapers, and selected ephemera printed before 1801 in Britain, Ireland, overseas territories under British colonial rule, and the United States. Through the example of the ESTC, participants will learn the "logic" of the online catalogue: The ESTC has enhanced scholarly access to the metadata produced by cataloguers and provides a multitude of new ways to search for relevant texts and to distinguish between editions and even individual copies. With discussion framed by readings and practical exercises, participants will consider how the migration of catalogues and bibliographies online modifies the nature of scholarly research.

On Thursday morning, participants will have the opportunity to compare EEBO versions of their selected books with originals paged from the Folger collections. This will lay the groundwork for the afternoon's discussion on "remediation," or how a new media refashions prior media forms, when Professor Gadd will discuss these comparisons with participants. He will demonstrate the different ways in which EEBO presents and characterizes the images it shows. The history of these images from microfilm to digitized image will be explained. The considerable variation in procedures and techniques will be demonstrated through examples from EEBO. The session will conclude with a series of assignments

designed to introduce participants to EEBO's more sophisticated searching options, and the kinds of complex research questions that can be explored as a result.

Professor Gadd returns Friday morning to explore the Text-Creation Partnership (TCP) aspect of EEBO, by which a growing proportion of EEBO's books are available in full-text form. He will describe TCP's origin, transcription procedures and guidelines, and its future aims. Sample TCP texts will be analyzed to illuminate the difficulties of transcribing early modern texts. The session will also explore more advanced uses of the TCP transcriptions which will contribute to week two's presentations. Participants will break into small groups to find examples and discuss applications of EEBO-TCP for research and classroom use.

On Friday afternoon, discussion returns to the principles of STCs by examining those aspects of early modern print culture that digital resources such as EEBO do not adequately capture. The difficulties of reliably searching for printer and publisher information, publication dates, and other elements of imprint data via ESTC and EEBO will be considered, and some possible solutions will be offered. Dr. Proot will raise some quantitative questions with a statistical analysis of how representative the existing corpus of early English titles is. Participants will have an opportunity to discuss with Professor Gadd and Dr. Proot what they learned during the first week and pose questions to each other about larger issues involving digital facsimiles and the current possibilities for searching them. After tea, the participants will discuss EEBO as a research and teaching tool. Readings for week two will be distributed, assignments set, and the dedicated Technical Assistant will support the installation of requisite software as needed.

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Week Two: 15-19 July 2013
Extending the Early Modern Textual Corpus and
Organizing Major Digital Projects

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For many scholars of early modern English, DH is equated with electronic editions. Following from the individual scholars' use of ESTC and EEBO in week one, the second week will begin with a discussion of the challenges facing scholars who want to add to the electronic corpus through digital editions of printed and manuscript works. Working with material and electronic examples, the participants will learn the principles and challenges of editing texts electronically and the scope of knowledge and skill sets such projects require. Throughout the week, visiting faculty will address the practical issues of how a scholar collaboratively and realistically conceives a digital project and organizes its workflow. What can a single scholar undertake, and what kinds of projects require collaboration? Object lessons will be taken from major early modern projects currently underway that expand the set of data available to early modern textual scholars and the tools through which they are accessed.

On Monday morning, Professor **Alan Galey** (University of Toronto), Professor **Julia Flanders** (Brown University) and Dr. **Heather Wolfe** (the Folger Curator of Manuscripts) will introduce the theory and practical issues concerning editing in the digital realm. Professor Galey will begin by focusing on the concept of digital modeling. One question will be how the design of digital representations prompts users to think in new ways about books and digital technologies alike. Readings will include Willard McCarty's seminal *Humanities Computing* (2005) and Johanna Drucker's articles on visualization and speculative computing. Professor Flanders and Dr. Wolfe will further complicate the concept of modeling with examples of early modern manuscript materials showing their inherent complexity and heterogeneity. The diversity of editorial approaches and the vibrancy of debates about methods, prompted by the upsurge of interest in manuscript editing in the digital medium, will provide this discussion with additional readings including the TEI Manuscripts Special Interest Group's "An Encoding Model for Genetic Editions," and Jerome McGann's "Marking Texts of Many Dimensions."

In the afternoon, the visiting faculty will turn to specific digital projects that exemplify the challenges they have introduced. Professor Flanders will draw on two examples, The Devonshire Manuscript and the Henry III Fine Rolls Project, to demonstrate the complexity of digitizing the manuscript medium. Professor Galey will discuss his "Visualizing Variation" project funded by Canada's Social Sciences and Humanities

Research Council and how it deals with material phenomena like marginalia. Dr. Wolfe will consider what an Early English Manuscripts Online, or EEMO, would look like. She will discuss with the participants why such a corpus is needed and how a collections-specific version at the Folger might be organized with the support of existing catalogue features.

All digital-edition projects obviously depend on text encoding. On Tuesday morning, Professors Flanders and Galey will introduce the participants to some of the underlying principles of the Text Encoding Initiative guidelines. They will trace the ways text encoding has developed in recent years. The focus will be on eXtensible Markup Language (XML), but the lesson will be that encoding is not simply the application of a technical skill or technology to a problem. Rather, it is an intellectual exercise that makes a virtue of the constraints of digital representation. Participants will gain a sense of how various technologies work in concert, as well as an idea of what level of expertise would be required to undertake certain types of digital editing projects and where they might obtain those skills.

In the Tuesday afternoon session, Dr. Wolfe will provide an introduction to the semi-diplomatic transcription of manuscripts. She will explain the standards currently governing manuscript transcription and describe the potential challenges that emerge for subsequent applications when transcriptions are converted to digital texts. Professor Flanders will join discussion on key questions that confront the scholarly community when editing manuscripts: to what extent, and in what circumstances, is it essential to model material characteristics of manuscript sources in a digital representation? Can manuscript materials be accommodated effectively within repository collections that also include printed materials, and do they require specialized forms of searching, document management, and access? How do different communities of users (documentary editors, literary scholars, genetic editors, curators, etc.) conceptualize the modeling and representation of manuscript materials differently? What kinds of research questions do electronic editions of manuscripts uniquely support? How might scholars represent digitally modeled manuscript materials to support interactions that depart from conventional reading practices?

On Wednesday morning, participants will find examples of manuscripts in the Folger collection that raise specific challenges for electronic editing. Some of these manuscripts will have appeared in early printed versions or in modern editions for participants who do not read early modern hands. A number will have been digitally captured in the Folger Luna Insight Database. In the afternoon, participants will present these manuscripts and early printed texts for discussion, considering especially those features which would be difficult to realize in electronic editions. Professor Galey, Professor Flanders, and Dr. Wolfe will help evaluate the strengths and weaknesses of specific examples. Following these examples, the larger discussion will revolve around questions of supplementing the corpus.

Following the demonstration of digital editions of individual works and the practical considerations behind them, on Thursday morning the participants will be introduced to a project on a much larger scale that is devoted to a single genre: "The Folger Digital Folio of Renaissance Drama for the 21st Century." Known as F21, the planning phase of the project has recently been funded by the Mellon Foundation. An ambitious experiment, F21 starts from the texts established through EEBO-TCP to create interoperable digital editions of some 500 plays written by Shakespeare's contemporaries. The organizers are **Michael Witmore** (Folger Shakespeare Library), **Martin Mueller** (Northwestern University), **Neil Fraistat** (the University of Maryland), and **Katherine Rowe** (Bryn Mawr College). Through corpus/text curation of TEI-XML transcriptions and the tagging of verse and prose, speaker labels, and stage directions, F21 will model large-scale crowd-sourcing on early modern plays that may be replicable with other humanities projects. The organizers will describe the project's work plan, principals of selection, and production methodology.

Participants will explore the F21 project during the first part of the Thursday afternoon session individually or in small working groups. They will reconvene post-tea to ask questions of the F21 organizers, specifically concerning the inclusion of undergraduates as scholar-editors in digital projects.

On Friday morning members of the F21 team provide a broader overview of recent developments in the DH field. Professors Fraistat and Rowe will suggest networks that offer assistance and training in specific tools and applications. Professor Rowe will introduce the collaborations possible through DH Commons from her perspective as a Board Member, and Professor Fraistat will feature the work of centerNet, an international network of digital humanities centers which he co-chairs.

On Friday afternoon, **Jennifer Guiliano**, Assistant Director of the Maryland Institute for Technology in the Humanities, will describe the protocols by which MITH analyzes and evaluates digital projects. Folger professional staff will join the conversation. Participants will receive valuable advice about conceptualizing digital projects, whether large-scale and multi-institutional or more modest in scope, and how to avoid common planning and implementation pitfalls. The participants will discuss with each other possible applications of text encoding, digital editions, and the importance of networking and resource sharing in the collaborative DH world. After tea, readings for week three will be distributed, assignments set, and the Technical Assistant will support the installation of requisite software as needed. Work continues on the participants' contributions to the final website project.

Week Three: 22-26 July 2013
New Analytical Approaches to the Corpus

The third and final week will take the idea of the digital texts established through digital surrogates and electronic editions and discuss new ways of analyzing them. Coordinated by Director **Jonathan Hope**, the sessions in week three will look forward to new tools, new methods, and new opportunities as well as discussing the new problems they introduce. Against the backdrop of scholarly articles on corpus linguistic analysis, visiting faculty will guide discussion on these overarching questions: how will the availability of massive corpora of historical English change the subject? What tools are being developed to enable new kinds of searching (and at what cost)? How can scholars use DH in a way that is genuinely transformative of the subject? How do they bring their literary knowledge of texts (their genre, their relationships within literary history as it is currently understood) into a meaningful relationship with the vectors that can be drawn to visualize statistical relationships between those texts?

Monday's visitor will be **Mark Davies** (Brigham Young University), who has pioneered the use of "mega-corpora" for the lexical analysis of English. In an initial morning session, Professor Davies will provide a hands-on demonstration of how his NEH-funded, 400-million-word Corpus of Historical American English (COHA) and his Google Books Corpus can be used to study lexical change in English. The possibilities for uncovering useful data in meaning and usage include the frequency of any word, semantically related word, or phrase across time; searches conducted by parts of speech or lemma (i.e., the headword as it would appear in a dictionary); comparisons of the English language's word-stock in contrasting time periods; and discovering instances of collocates (i.e., words which co-occur more often than would be expected by chance). Participants will experiment with some guided corpora searching. When they are comfortable using the interface to make queries of the datatset, they will divide into small groups in the afternoon to perform experimental searches related to their fields of interest.

On Tuesday morning, participants will reconvene to discuss and analyze their searches and discoveries with Professor Davies. Two questions will focus the discussion: what chronological and word-type restrictions do scholars of early modern literature face, and how does modernization of early modern orthography currently reduce the usefulness of such corpora?

On Tuesday afternoon, Dr. **Marc Alexander** (University of Glasgow) will lead discussion. His work on semantic searching and the Oxford Thesaurus builds on that of Davies in interesting ways. While simple string-searching for word-forms can be productive, making the theoretical leap from word-form to meaning and semantic relationship is not straightforward. Dr. Alexander will discuss the thorny problem of integrating meaning into the digital study of English texts. Current practice focuses on words and those things which can be identified from words (such as grammatical classes); investigating meaning has been a much harder task.

Of the various resources which aim to provide semantic "gateways" into texts, Dr. Alexander will introduce participants to the _Historical Thesaurus of English_ (_HTOED_) and demonstrate its usefulness. This session will discuss the possibilities provided by _HTOED_, by looking at the English language as a whole, and through a narrower exploration of the ways early modern semantic fields change, for instance, for the words meaning _man_ and _woman_. Once again, participants will divide into small groups to conduct searches relevant to their interests.

A semantic arrangement of information about text (rather than, say, an alphabetical organization) lends itself to techniques of displaying and clustering data visually. On Wednesday morning, Dr. Alexander will shift discussion to consider visualization methods and their appropriateness to certain types of projects. The participants will compare ways of visualizing data provided from _HTOED_ using the University of Maryland's Treemap software and discuss the _USAS_ tagger available from Lancaster University. He will invite discussion on how these applications may be useful for the participants' research.

How does visualization provide a tool that offers serious inroads into scholarly data using new techniques? How can visualizations allow scholars to investigate rather than simply view data? On Wednesday afternoon, NEH Institute Director **Jonathan Hope** will take up these major questions. His case study will involve the work of the "Visualizing English Print" (VEP) project, a major Mellon-funded initiative coordinated by scholars at the Folger, the University Wisconsin at Madison, and Strathclyde University. Its team seeks to develop tools and protocols that enable researchers to analyze and visualize the data being made available as part of the Text Creation Partnership through EEBO and other archives. The VEP project addresses the possibilities, and problems, of dealing with mega-datasets. One of the most striking methodological issues facing researchers is the vast quantity of data that is becoming available, as corpora shift from 40 texts to 400, and on to 400,000. If scholars are focused on a history of words, then such data sets are an advantage. But when scholarship seeks to move beyond words to study the development of genres, for example, then the quantities of data pose significant problems for the researcher. After introducing participants to some of the problems of dealing with such data sets, Dr. Hope will demonstrate the analysis and visualization tools being developed by the project team. In addition to lexical and semantic searching, participants will consider comparative rhetorical analysis using Docuscope, which allows scholars to trace the development of genres and modes of discourse through time. His presentation will culminate with a discussion of the mathematics of comparison: the "spaces" in which scholars project texts in order to compare them.

On Thursday morning, participants will reconvene to discuss how the methods and tools used for the VEP project might be amenable to their own work. There will be an opportunity to run Docuscope and the tools developed by the VEP team. They will focus on how scholars develop the ability to read, interpret, and evaluate visualizations, and the importance of understanding the statistical procedures that lie behind visual representations.

In the final three sessions, on Thursday afternoon, Friday morning, and Friday afternoon, participants will respond to the themes of the institute and lay out plans and issues for their future research. They will discuss what they have learned, speculate on what needs to be done or made available to researchers in the field, and describe what they have been inspired to investigate. They will also indicate what their continuing contribution to the institute's digital footprint will be. These sessions are the culmination of the three week program, but they also mark the beginning of the work participants will continue after the institute.

PARTICIPANT SELECTION

Following the Project Directors' meeting in the fall of 2012, the Folger Institute will begin a promotional campaign (see Appendix I (p. 86) for an outline.) In March 2013, Professor Hope and Dr. Williams will invite a member of the faculty to join them in reviewing applications. This selection committee will seek the most talented group of participants available from across the United States, some with a

demonstrated breadth of interest and familiarity with the potential of DH and others who are relatively new to the field but who can appreciate its importance to the future of early modern research and scholarship. While participants need not have a DH project at hand, they must be able to articulate their motivations for understanding DH initiatives that involve early modern English texts and describe the skills and digital tools that they would like to develop during the course of the institute.

While most of the participants will likely be drawn from departments of English or English Literature, scholars in adjacent disciplines whose work focuses on early modern English texts will be welcome to apply. The committee will also take care to assemble a diverse group in such categories as rank, gender, geography, and type of institution. Early Modern Digital Agendas can accept twenty participants due to space constraints in the Folger Board Room (the Library's largest seminar room).

BUDGET NOTES

This is a three-week, residential institute. Due to the expense of living in Washington, DC, we plan to offer the participants the maximum allowable stipend. They are expected to cover their travel, lodging, and per diem expenses from this amount. (See the narrative appended to the budget for other details.) The Institute will arrange for faculty lodging and offer a variety of options to suit the lodging needs of participants (see Appendix H on p. 85).

EVALUATION AND IMPACT

At the institute's conclusion, participants will evaluate the program using a customizable Folger Institute evaluation form. Program-specific questions will be devised (with advice from NEH staff) that evaluate the program as a whole as well as the quality of the visiting faculty and the usefulness or applicability of the software packages and digital examples they presented or demonstrated for early modern scholarship. Recommendations will be sought for future programs the Folger should organize. Our evaluation process protects the evaluator's anonymity: www.folger.edu/institute/evaluation. The Institute's directors will produce a "lessons learned" white paper for future Office of Digital Humanities applicants.

A listserv and wiki-sites will be created to enhance private participant communication. Because this summer institute is conceived as an example of DH scholarship, the Institute will make provision for an extensive digital footprint, both during its meetings and after. Throughout the program, participants will be encouraged to evaluate what they are learning on behalf of their peers and colleagues. Responsibility for a live twitter feed will be rotated during presentations and discussion sessions, as is now common at DH events. This will be produced by individual participants; a hash-tag (#EMDA2013) will be used to allow other participants (and non-attendees) to join in the discussion. Either individually or in small working groups, participants will be invited to contribute their evaluations of the specific ways this program has helped them better appreciate what DH offers early modernists. These and the most relevant material and projects from the sub-group wikis that participants have developed will be migrated to a website hosted by the Folger Institute. While the Folger Institute will employ a designer to create the template, staff will modify and update the materials on this website as needed to provide a portal to interesting, current work and a useful DH resources hub for early modernists.

By these means, Early Modern Digital Agendas will reach out beyond the group gathered for three weeks at the Folger Shakespeare Library to foster a dedicated community of scholars who are setting the agendas for early modern DH. Through the creation of a lasting digital footprint, the summer institute will continue to introduce early modern scholars to the best sources for period-specific DH approaches. This interdisciplinary evaluation of goals, materials, and methodologies will increase the likelihood that future projects will be expertly conceived and answer the needs of such scholars and their students, the rising generation of digital humanists.

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Application to the National Endowment for the Humanities
Institutes for Advanced Topics in the Digital Humanities

Detailed Work Plan and Schedule for Early Modern Digital Agendas
To facilitate participant communication and program organization, the Folger Institute normally constructs a listserv for our summer institutes roughly six weeks before participants arrive. The listserv will be maintained for as long as required. Readings will be distributed via an electronic DocSite designed for the Folger Institute, and a wiki-site will allow for non-public, internal communication and the uploading of exercises and participants' discoveries. While Institute staff will make every effort to provide updated software and link packages to participants in advance (even before their arrival, when possible), the Folger will also provide a classroom set of laptops with Ethernet connections to ensure that the sub-groups may share files and exchange information more easily.

Unless otherwise noted, all sessions will occur in the Folger Board Room. With a two-hour morning session and a three-hour afternoon session, the Institute will normally meet from 9:30 a.m. to 4:30 p.m., Mondays through Fridays. The afternoon session has a built-in break. Participants will join Folger staff and readers at the Library's daily tea on weekdays from 3:00 to 3:30. The post-tea hour will often be used to introduce the next set of assignments and exercises. At least one session will be set aside each week without visiting faculty for participants' brainstorming sessions on overarching themes and for discussion of such issues as multi-institutional collaborations, grant-seeking for digital humanities development, and classroom applications.

Week 1   **8 July through 12 July 2013**

The Digital Corpus for Early Modernists
This week provides an historical overview of DH, considers pressing current issues, presents the theoretical contexts for DH approaches for early modern literary scholars, and opens a practical exploration of tools currently considered essential by most early modernists.

Day 1   **Monday, 8 July 2013**

Welcome and Introductions

Morning (9:30 to 11:30): Orientation to Folger Shakespeare Library including reader registration, introduction to the rules and regulations of the Reading Room, a tour of the Library, and orientation to the Folger Library's online catalogue, Hamnet. Participants will confer with the summer institute's Technical Assistant to configure wireless password protocols on their personal laptops.

Lunch (11:30 to 1:00): Director **Jonathan Hope** (University of Strathclyde) and participants convene with an introductory lunch.

Afternoon (1:00 to 3:00): Director and participants begin building a supportive scholarly community and set the intellectual tone for the program. Director will divide participants into five sub-groups of four each for introductions. Each participant will describe a research problem that relates to DH and for which the participant will develop a solution, visualization, guided approach, or list of resources over the course of the coming weeks. The group then reconvenes and each person will introduce the work and research project of another member of their sub-group. Director will also outline plans for the digital footprint of the Institute: live tweeting of presentations and discussions; private wiki-sites to record

ongoing work and allow sharing between participants; and a public website to present the participants' work that will serve as an ongoing hub for DH work in early modern studies.

Post-Tea (3:30 to 4:30): Director will lead discussion of the first set of assigned texts, drawing on two recent anthologies: Matthew K. Gold's *Debates in the Digital Humanities* (2012) and David M. Berry's *Understanding Digital Humanities* (2012). Special attention will be paid to the aspects of these debates that involve early modern scholarship.

Day 2   **Tuesday, 9 July 2013**

Theoretical Discussions on the History and Culture of Technology and Human Interaction

Morning (9:30 to 11:30): Professor **Jonathan Sawday** (St. Louis University) guides discussion of the ways digital humanities are transforming not just the object of study (texts) but scholars as users, readers, producers, and consumers of texts and ideas. He will explore the extent to which advanced capabilities derived from digital humanities are framing new kinds of enquiry that transform the user of technology.

Lunch Break (11:30 to 1:00)

Afternoon (1:00 to 3:00): Professor **Wendy Hui Kyong Chun** (Brown University) will examine the importance of networking technologies to the scholarly imaginary and vice versa. Professor Chun will help the participants think through the ways in which the conceptual power of networks stems from their alleged ability to bridge unbridgeable scales: the micro and the macro, the molecular and the molar. Throughout preceding discussions, Director and participants will relate these issues to the larger aims of the institute. Participants will focus on the allure of technology, the dangers of uncritical approaches to it, and the extent to which researchers need to take ethical responsibility for the tools and protocols they employ.

Post-Tea (3:30 to 4:30): Assignment: Exercises will be assigned introducing the most widely used digital corpus in early modern English studies, Early English Books Online (EEBO). Participants will keep close track of their searches, make notes about aspects of EEBO they find unusual or surprising, and prepare to discuss how intuitive and user-friendly the interface is.

Day 3   **Wednesday, 10 July 2013**

Digital Books

Morning (8:45 to 10:30): Work on EEBO exercise assignment continues

Late-Morning (10:30 to 11:30): Professor **Ian Gadd** (Bath Spa University) leads discussion of participants' EEBO searches.

Lunch Break (11:30 to 1:00)

Afternoon (1:00 to 3:00): What's in EEBO—and Why?
Professor Gadd will be joined by two librarians **Goran Proot** (Keeper of Historical Collections at the University Library Antwerp) and **Deborah Leslie** (Head of Cataloguing at the Folger) to discuss the scope and organizing principles of an online bibliography, the

English Short Title Catalogue (ESTC), whose data provides the underlying parameters for EEBO.

Post-Tea (3:30 to 4:30): Participants will complete in-session assignments with STC/Wing, ESTC, and EEBO to note the different results for each and discuss their results. What sorts of research inquiries may be made through EEBO but not ESTC, and vice versa? **Assignment:** Participants locate EEBO examples for which there is a Folger copy available.

Day 4   **Thursday, 11 July 2013**

Digital Pictures, Facsimiles, and Remediation

Morning (8:45 to 11:30): In the Folger Reading Room, participants compare the EEBO version of a selected book with originals paged from the Folger collections. This work will lay the groundwork for the afternoon's discussion on "remediation."

Lunch Break (11:30 to 1:00)

Afternoon (1:00 to 3:00): Professor Gadd discusses these EEBO-to-original comparisons with participants. He will demonstrate the different ways in which EEBO presents and characterizes the images it shows. The history of these images from microfilm to digitized image will be explained. The considerable variation in procedures and techniques will be demonstrated through examples from EEBO.

Post-Tea (3:30 to 4:30): Discussion continues.

Assignment: A series of exercises will be assigned to introduce participants to EEBO's more sophisticated searching options and the kinds of complex research questions that can be explored with them.

Day 5   **Friday, 12 July 2013**

EEBO-TCP and Beyond

Morning (9:30 to 11:30): Digital words
Professor Gadd discusses the Text-Creation Partnership aspect of EEBO, by which a growing proportion of EEBO's books are available by institutional subscription in re-keyed, full-text, searchable form. Following his presentation, participants will break into sub-groups to find examples and discuss applications of EEBO-TCP for research and classroom use.

Lunch Break (11:30 to 1:00)

Afternoon (1:00 to 3:00): EEBO and its Possible Futures
Discussion returns to the principles of STCs by examining those aspects of early modern print culture that digital resources such as EEBO do not adequately capture. Dr. Proot will raise some quantitative questions with a statistical analysis of how representative the existing corpus of early English titles is. Participants will have an opportunity to discuss with Professor Gadd and Dr. Proot what they learned during the first week and pose questions to each other about larger issues involving digital facsimiles and the current possibilities for searching them.

Post-Tea (3:30 to 4:30): Summary discussion on applications and consequences of using EEBO-TCP as a research tool. Readings for week two distributed, assignments outlined, and the Technical Assistant supports the installation of week two software on personal laptops as needed.

Week 2   **15 July through 19 July 2013**

Extending the Early Modern Textual Corpus and Organizing Major Digital Projects
For many scholars of early modern English, DH is equated with electronic editions. Following from the individual scholars' use of ESTC and EEBO in week one, the second week will begin with a discussion of the challenges facing scholars who want to add to the electronic corpus through digital editions of printed and manuscript works. Working with material and electronic examples, the participants will learn the principles and challenges of editing texts electronically and the scope of knowledge and skill sets such projects require. Throughout the week, visiting faculty will address the practical issues of how a scholar collaboratively and realistically conceives a digital project and organizes its workflow. What can a single scholar undertake, and what kinds of projects require collaboration? Object lessons will be taken from major early modern projects currently underway that expand the set of data available to early modern textual scholars and the tools through which they are accessed.

Day 6   **Monday, 15 July 2013**

Theories of Digital Editing, Modeling, Visualization, and Speculative Computing

Morning (9:30 to 11:30): Professor **Alan Galey** (University of Toronto), Professor **Julia Flanders** (Brown University) and Dr. **Heather Wolfe** (the Folger Curator of Manuscripts) will introduce the theory and practical issues concerning editing in the digital realm. Topics will include digital modeling and representation, visualization, and speculative computing. Examples of early modern manuscript materials showing their inherent complexity and heterogeneity will be introduced. Readings will include the TEI Manuscripts Special Interest Group's "An Encoding Model for Genetic Editions," and Jerome McGann's "Marking Texts of Many Dimensions."

Lunch Break (11:30 to 1:00)

Afternoon (1:00 to 3:00): The visiting faculty will introduce digital projects to illustrate their points: The Devonshire Manuscript, the Henry III Fine Rolls Project, the "Visualizing Variation" project funded by Canada's SSHRC, and the possible shape of a Early English Manuscripts Online, or EEMO, should the Folger undertake that project.

Post-Tea (3:30 to 4:30): Discussion continues.

Day 7   **Tuesday, 16 July 2013**

From Primary Source to Digital Edition

Morning (9:30 to 11:30): Introduction to XML and TEI
Professors Flanders and Galey introduce the participants to some of the underlying principles of the Text Encoding Initiative guidelines. They will trace the ways text encoding has developed in recent years. The focus will be on eXtensible Markup Language (XML), but the lesson will be that encoding is not simply the application of a technical skill or technology

to a problem, but rather is an intellectual exercise that must address the constraints of digital representation. Participants will gain a sense of how various technologies work in concert, as well as an idea of what level of expertise would be required to undertake certain types of digital editing projects and where they might obtain those skills.
Lunch Break (11:30 to 1:00)

Afternoon (1:00 to 3:00): **Transcription Standards and Electronic Conversion**
Dr. Wolfe provides an introduction to the semi-diplomatic transcription of manuscripts, including the current standards governing transcription and the potential challenges of encoding them. Professor Flanders discusses key questions that confront the scholarly community when editing manuscripts, especially the ways different communities of users (documentary editors, literary scholars, genetic editors, curators, etc.) conceptualize the modeling and representation of manuscript materials differently.

Post-Tea (3:30 to 4:30): Discussion continues.

Assignment: Participants locate a Folger manuscript that raise specific challenges for electronic editing.

Day 8   **Wednesday, 17 July 2013**

Morning (8:45 to 11:30): Participants find examples of manuscripts in the Folger collection for the afternoon's discussion.

Lunch Break (11:30 to 1:00)

Afternoon (1:00 to 3:00): Discussion
Participants present these manuscripts and early printed texts for discussion, considering especially those features which would be difficult to realize in electronic editions.

Post-Tea (3:30 to 4:30): Discussion continues concerning challenges to supplementing the early modern corpus through digital encoding.

Assignment: Participants are provided with materials for "Folger Digital Folio" case study.

Day 9   **Thursday, 18 July 2013**

Case Study: "The Folger Digital Folio of Renaissance Drama for the 21st Century"

Morning (9:30 to 11:30): Known as F21, the planning phase of this project has recently been funded by the Mellon Foundation. It starts from the texts established through EEBO-TCP to create interoperable digital editions of some 500 plays written by Shakespeare's contemporaries. The case study presenters are the F21 organizers: **Michael Witmore** (Folger Shakespeare Library), **Martin Mueller** (Northwestern University), **Neil Fraistat** (the University of Maryland), and **Katherine Rowe** (Bryn Mawr College). Through its corpus/text curation of TEI-XML transcriptions and tagging of verse and prose, speaker labels, and stage directions, F21 will model the potential of large-scale crowd-sourcing for the production of Young Scholar Editions of early modern plays that may be replicable with other humanities projects. The organizers will describe the project's work plan, principals of selection, and production methodology.

Lunch Break (11:30 to 1:00)

Afternoon (1:00 to 3:00): Participants will explore achievements of the F21 project to date.

Post-Tea (3:30 to 4:30): Participants reconvene to ask questions of the F21 organizers, specifically the role of undergraduate investigators in advanced digital projects.

Day 10	**Friday, 19 July 2013**

Reality Check: Analytical Protocols, Networking, Collaboration, Resources

Morning (9:30 to 11:30): Members of the F21 team provide a broader overview of recent developments in the DH field. Professors Fraistat and Rowe will suggest networks that offer assistance and training in specific tools and applications, including [DH Commons](#) and [centerNet](#). Participants discuss specific ideas of applications of text encoding, digital editions, and the importance of networking and resource sharing in the collaborative DH world.

Lunch Break (11:30 to 1:00)

Afternoon (1:00 to 3:00): Jennifer Guiliano, Assistant Director of MITH, will describe the protocols by which MITH analyzes and evaluates digital projects. Folger professional staff will join the conversation. Participants will receive valuable advice about conceptualizing digital projects, whether large-scale and multi-institutional or more modest in scope, and how to avoid common planning and implementation pitfalls.

Post-Tea (3:30 to 4:30): Summary discussion on collaborative avenues and networks available to participants. Readings for week three distributed, assignments outlined, and the Technical Assistant supports the installation of requisite corpora-specific and visualization software as needed. Work continues on the participants' contributions to the final website project.

Assignment: Participants familiarize themselves with the COHA and Google Books Corpus.

Week 3	**22 July to 26 July 2013**

New Analytical Approaches to the Corpus
The third and final week will take the idea of the digital texts established through digital surrogates and electronic editions and discuss new ways of analyzing them. The sessions in week three will look forward to new tools, new methods, and new opportunities as well as discussing the new problems they introduce. Against the backdrop of representative scholarly articles on corpus linguistic analysis, visiting faculty will guide discussion on overarching questions concerning the ways massive textual corpora change scholarly practice and what tools are being developed to analyze them.

Day 11	**Monday, 22 July 2013**

A Corpus-Based Study of Lexical Developments in Early and Late Modern English

Morning (9:30 to 11:30): Mark Davies (Brigham Young University) will provide a hands-on demonstration of how the freely-available, NEH-funded [Corpus of Historical American English](#) (COHA), which includes some 400 million words, and the [Google Books Corpus](#) can be used to study lexical change in English.

Lunch Break (11:30 to 1:00)

Afternoon (1:00 to 3:00): Participants will experiment with some guided corpora searching. After participants are comfortable using the interface to make queries of the datatset, they will divide into sub-groups to perform experimental searches related to their fields of interest.

Post-Tea (3:30 to 4:30): Participants continue to work on guided corpora searching.

Day 12   **Tuesday, 23 July 2013**

Applications for Corpus Linguistics

Morning (9:30 to 11:30): Participants reconvene to discuss and analyze their searches and discoveries with Professor Davies's datasets. Two questions will focus the discussion: what chronological and word-type restrictions do scholars of early modern literature face, and how does modernization of early modern orthography currently reduce the usefulness of such corpora?

Lunch Break (11:30 to 1:00)

Afternoon (1:00 to 3:00): Semantics and the Digital Humanities
Marc Alexander (University of Glasgow) will lead discussion on through an introduction and demonstration to the *Historical Thesaurus of English* (*HTOED*). This session will discuss the possibilities provided by *HTOED*, by looking at the English language as a whole, and through a narrower exploration of the ways early modern semantic fields change, for instance, for the words meaning *man* and *woman*.

Post-Tea (3:30 to 4:30): Participants divide into sub-groups to conduct *HTOED* searches relevant to their interests.

Assignment: Participants to familiarize themselves with the USAS tagger and Treemap and Docuscope software.

Day 13   **Wednesday, 24 July 2013**

Scholarly Investigation through Visualization Tools
Morning (9:30 to 11:30): Dr. Alexander will shift to a discussion of visualization methods and their appropriateness to certain types of projects. A semantic arrangement of information about text (rather than, say, an alphabetical organization) lends itself to techniques of displaying and clustering data visually. The participants will compare ways of visualizing data provided from *HTOED* using the University of Maryland's Treemap software and discuss the *USAS* tagger available from Lancaster University. He will invite the participants to suggest applications that are relevant to their research goals.

Lunch Break (11:30 to 1:00)

Afternoon (1:00 to 3:00): Visualization Case Study: "Visualizing English Print"
Institute Director **Jonathan Hope** discusses how visualization provides a tool that offers serious inroads into scholarly data using new techniques and how it can allow scholars to investigate rather than simply view data. His case study will involve the work of the "Visualizing English Print" project, a major Mellon-funded initiative coordinated by scholars at the Folger, the University Wisconsin at Madison, and the University of Strathclyde. Its

team seeks to develop tools and protocols that enable researchers to analyze and visualize the data being made available as part of the Text Creation Partnership through EEBO and other archives.

Post-Tea (3:30 to 4:30): Discussion continues as Dr. Hope demonstrates the analysis and visualization tools being developed by the VEP project team, including the comparative rhetorical analysis using [Docuscope](), which allows scholars to trace the development of genres and modes of discourse through time. There will be an opportunity to run Docuscope and the tools developed by the VEP team. His presentation will culminate with a discussion of the mathematics of comparison: the "spaces" in which scholars project texts in order to compare them.

Assignment: Participants prepare their reports describing their future DH plans and contributions to the Institute website.

Day 14   **Thursday, 25 July 2013**

Evaluating Visualization and Visualization Tools and Participant Presentations
Morning (9:30 to 11:30): Participants discuss how the methods and tools used for the VEP project might be amenable to their own work. They will focus on how scholars develop the ability to read, interpret, and evaluate visualizations, and the importance of understanding the statistical procedures that lie behind visual representations.

Lunch Break (11:30 to 1:00)

Participant Reports
Afternoon (1:00 to 3:00): Participants deliver reports on the themes of the institute and lay out plans and issues for their future research. They will discuss what they have learned, speculate on what needs to be done or made available to researchers in the field, and describe what they have been inspired to investigate. They will also indicate what their continuing contribution to the Institute's digital footprint will be.

Day 15   **Friday, 26 July 2013**

Participant Reports
Morning (9:30 to 11:30): Reports continue.

Lunch Break (11:30 to 1:00)

Participant Reports
Afternoon (1:00 to 3:00): Reports continue.

Post-Tea (3:30 to 4:30): Director leads a final discussion of the three weeks. These culminating discussions mark the beginning of the work participants will continue after the Institute.

Evening (6:00 to 8:00): Closing Dinner in Folger Exhibition Hall.

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Application to the National Endowment for the Humanities
Institutes for Advanced Topics in the Digital Humanities

Early Modern Digital Agendas

Finding residential housing for participants is one of the greatest challenges of a summer institute in the Washington, DC, area. The Folger strives to provide housing that is affordable, clean, quiet, and safe.

Traditionally, the Folger Institute has arranged for single-occupancy graduate housing at a local university. Increasingly, participants come with partners and sometimes children. In the past two NEH Summer Institutes, only 50-60% of admitted participants took advantage of the offered group housing.

For Early Modern Digital Agendas, the Folger Institute will arrange for several options that meet various needs at various price points. We will reserve all the rooms in two Folger-owned row houses located across the street from the Library. These row houses can accommodate up to 15 participants who are interested in a single-occupancy option well within the means provided by the stipend. Folger housing has the added benefit of being all inclusive. Each participant will have a private, single-occupancy room. Pillows, blankets, sheets, towels and soap are provided. Participants will share bathrooms, a living room, and kitchen common spaces, as well as a washer and dryer.

The Institute will also negotiate a group rate for one bedroom suites at an extended-stay hotel in Washington, DC. These units have full kitchens, housekeeping, and laundry service, with some meals included. All are within walking distance to the Metro for easy commute to the Folger. The expected rate for summer 2013 is approximately $200 per night for July of 2013. Participants who are coming with families or spouses or who simply have a preference for greater privacy will have this option.

In Washington, as in any other major urban area, there are also sublets available and new ways of finding furnished, short-term rentals. The Institute will inquire among local faculty and Capitol Hill neighbors for summer sublets and advise participants of any options we may find. There are various DC-area summer subletting websites that participants may want to explore. While the Institute cannot vet individual housing options beyond those it arranges at a group rate, it works closely with participants regarding location, transportation options, and safety considerations of any lodging options they may find on their own, especially if they are unfamiliar with Washington D.C. Whatever the arrangements, the Institute is a strong advocate for participants and reports fully to the NEH on lessons learned.

Folger Shakespeare Library
Application to the National Endowment for the Humanities
Institutes for Advanced Topics in the Digital Humanities

PROMOTIONAL CAMPAIGN

The Folger Institute announces its programs to the community of humanities scholars in print, via electronic mailing lists and online announcement pages, and through the web. The Institute takes particular pride in disseminating application materials that contain the blueprint for the summer institute. It has found that the public availability of even these preliminary materials, drawn from the proposal, plays an important role in the dissemination of the institute's work throughout the scholarly community.

The Folger Institute
A promotional webpage linked with a thumbnail from the Institute's website will provide all the necessary materials for prospective applicants. As an example, the page for the NEH 2011 summer institute is available here. A call for applications will also be featured in the Folger Research Bulletin sent to 4,000 scholars electronically every other month.

Consortia Universities
Printed and electronic materials will be distributed through the campus representatives of the almost ninety U.S. institutions affiliated with the Folger Institute and Newberry Center for Renaissance Studies.

Flyer Distribution at Conferences
North American Conference on British Studies (November 2012, Montreal, Ontario)
Modern Language Association Convention (January 2013, Boston, MA)
American Historical Association Meeting (January 2013, New Orleans, LA)

Placed Print Advertisements
Promotional space in such journals as *Shakespeare Quarterly, Journal for Early Modern Culture Studies*, and *Renaissance Quarterly* will be sought.

Online Announcements
Digital Humanities Café (news and updates for the Harvard University Department of English
        Thinking with Technology Colloquium)
Digital Humanities Now (aggregates and selects material from Compendium of the Digital Humanities,
        drawing from hundreds of venues where high-quality digital humanities scholarship is likely
        to appear, including the personal websites of scholars, institutional sites, and blogs)
Early Modern Literary Studies (an online, referred journal published three times per year)
H-Announce (a moderated one-way distribution list for H-Net's Announcements Digest of events and
        programs that will interest scholars)
Renaissance News and Notes (a semi-annual electronic newsletter produced by the Renaissance Society
        of America)

Electronic Mailing Lists
Digital Humanities Summer Institute (email list comprised of participants in the yearly conference
        about new computing technologies and how they are influencing teaching, research,
        dissemination, and preservation in different disciplines)
Early Modern Commons (an aggregator for blogs covering the period c.1500-1800 intended as a
        resource to help readers to keep up with early modern blogging)
Ficino (an electronic seminar and bulletin board concerning early European studies)
Humanist (an international online seminar on humanities computing and the digital humanities)
H-Net family, including H-Albion (British and Irish History), H-AHC (History and Computing), and
        H-DigiRhet (Rhetoric and Digital Technologies)
SHARP-L (an electronic forum sponsored by the Society for the History of Authorship,
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Folger Shakespeare Library
Application to the National Endowment for the Humanities
Institutes for Advanced Topics in the Digital Humanities

Early Modern Digital Agendas

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