

Librarian As a Collaborator: Supporting Spatial Humanities Research Projects

Nicole Kong | Assistant Professor & GIS Specialist | Purdue University Libraries

ABOUT ME...

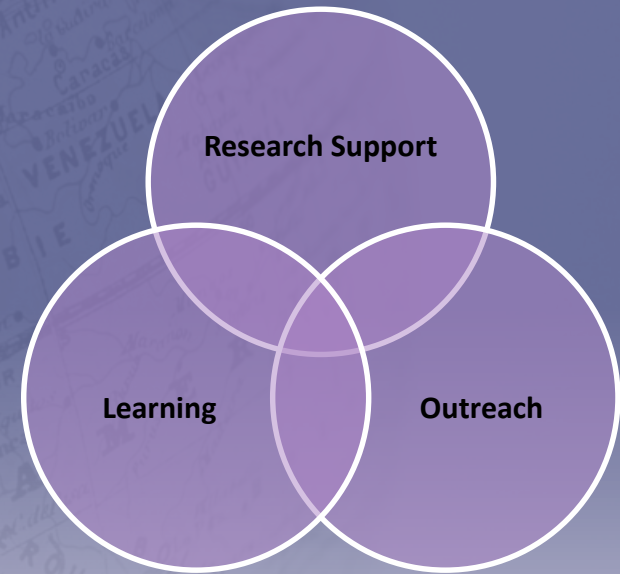
- GIS Specialist
- Project collaboration
 - Research consultations
 - Funded spatial humanities projects
 - From Plessy to Brown: The African American Freedom Struggle in the Twentieth Century
- A NEH Summer Institute for School Teachers
 - Space and Place in Africana/Black Studies: A NEH Institute on Spatial Humanities Theories, Methods and Practice for Africana Studies
 - Mapping Victorian Women's Habitation and Violence Encounters. Purdue Honors College Grant.
- Teaching
 - GIS Research Method for Humanities and Social Science
 - Workshops
 - Embedded teaching in humanities classrooms

HURDLES FOR “SPATIAL HUMANITIES”

- How to?
- Spatial information
 - Where are they?
 - How to create?
 - How to visualize?
 - How to analyze?
 - How to preserve?

LIBRARIAN'S SUPPORT

- Research collaboration
- Learning support
- Outreach activities



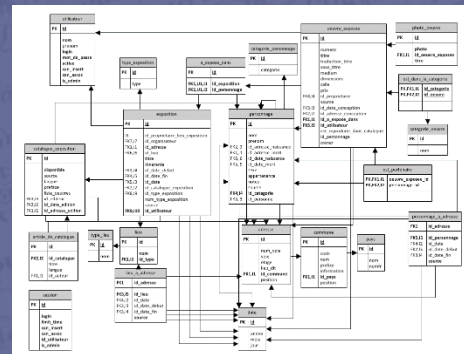
RESEARCH COLLABORATION

- **Artl@s Project**

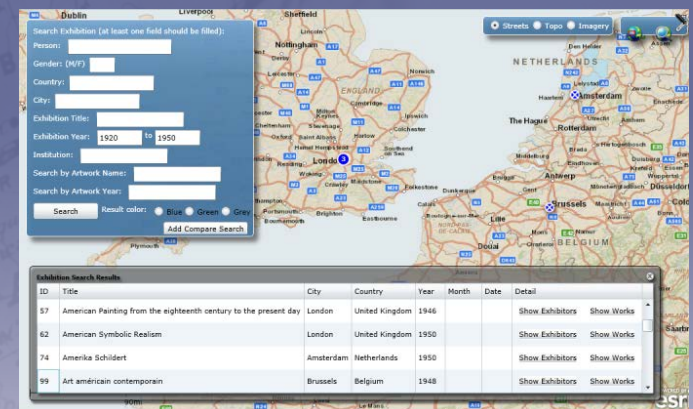
A project of spatial history of arts and letters that provides scholars with the tools needed in their research for spatial representations and quantitative analysis.

Relational Database

Exhibition catalogs



Map as a research tool



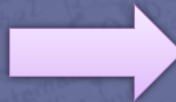
RESEARCH COLLABORATION

- **Mapping Victorian Women's Habitation and Violence Encounters.**

examine novels, periodicals and photographs between 1850-1900

Map locations

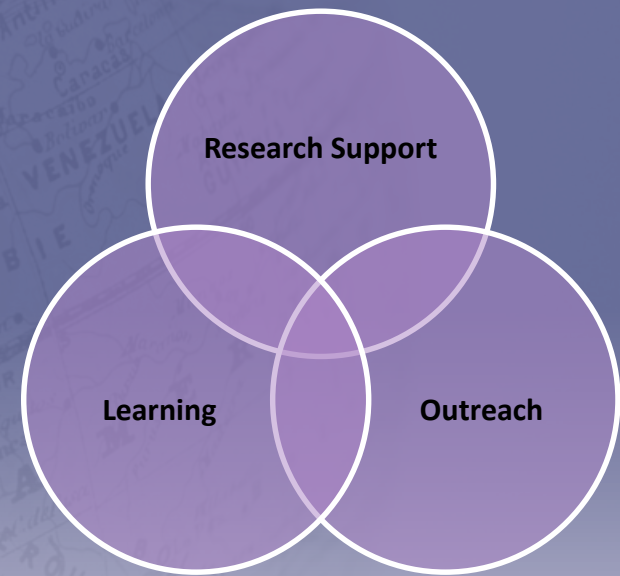
Data Collection Mechanisms

[illegible]

Next Step: analyze map

LIBRARIAN'S SUPPORT

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LEARNING SUPPORT

- **Space and Place in Africana/Black Studies:**

A NEH Institute on Spatial Humanities Theories, Methods and Practice for Africana Studies

- Designed for **early and mid-career Africana/Black Studies scholars**, graduate students, librarians and archivists an opportunity to think critically about the relationship and intersections between Africana/Black Studies and the spatial humanities.
- 3-week institute:
 - Week 1: The Spatial Humanities: Understanding Space and Place in the Humanities
 - Week 2: Digital Applications & Research Methods in Spatial Humanities: Moving From Theory to “Making”
 - Week 3: Individual Project Development in the Spatial Humanities

LEARNING SUPPORT

- **Space and Place in Africana/Black Studies:**

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- Week 2: From Theory to “Making”
 - **Technologies in the Spatial Humanities**
 - **Understanding Data Types in Africana/Black Studies**
 - **Identifying & Collecting Data for Spatial Humanities**
 - **Cartography in the Spatial Humanities**
 - **Working With Data: Big and Small**

LEARNING SUPPORT

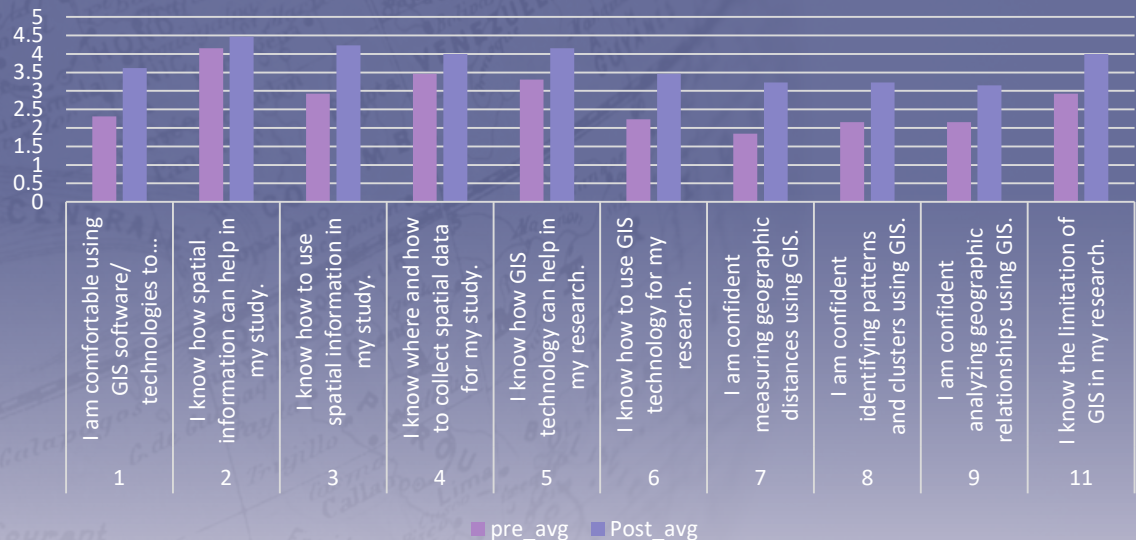
• Space and Place in Africana/Black Studies:

Results:

Barriers of using GIS

Comments	Percentage of participants
Barriers in technology skills	73.33%
Feel confident	33.33%
Barriers in spatial thinking	26.67%
Barriers in information access	13.33%

Skills before and after the institute



LEARNING SUPPORT

- **From Plessy to Brown: The African American Freedom Struggle in the Twentieth Century**

- A NEH Summer Institute for School Teachers

- **Embedded teaching across the four weeks**

Table 1. Learning topics in each week of the summer institute.

Content knowledge topics	
Week1	African Americans, the Progressive Era, and Social Reform, 1895–1920
Week2	African American Arts, Letters, and Activism in the 1920s and 1930s
Week3	African Americans and the Economic Decline and Recovery of the Depression through World War II, 1930s and 1940s
Week4	World War II through Brown and Beyond, 1940s–1960s

Table 2. Learning objectives of library's GIS workshop.

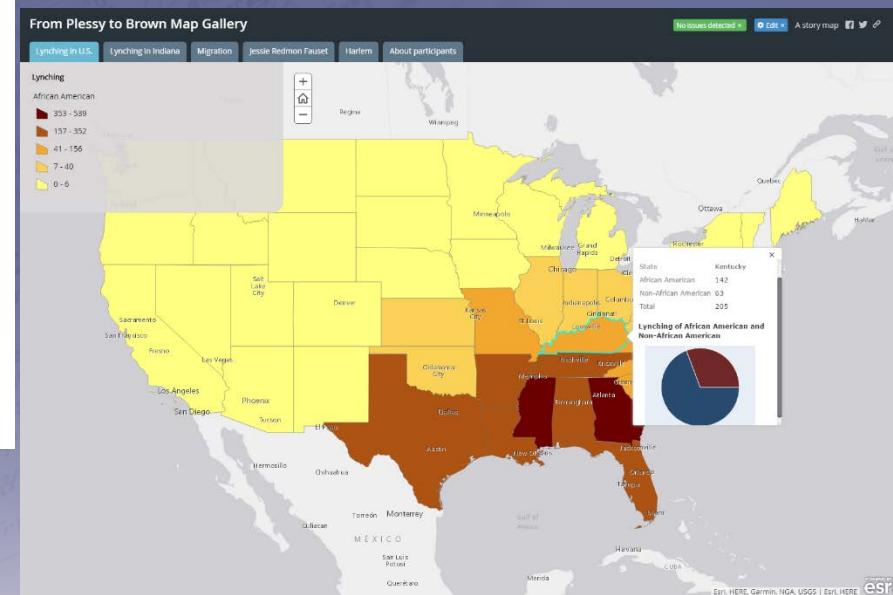
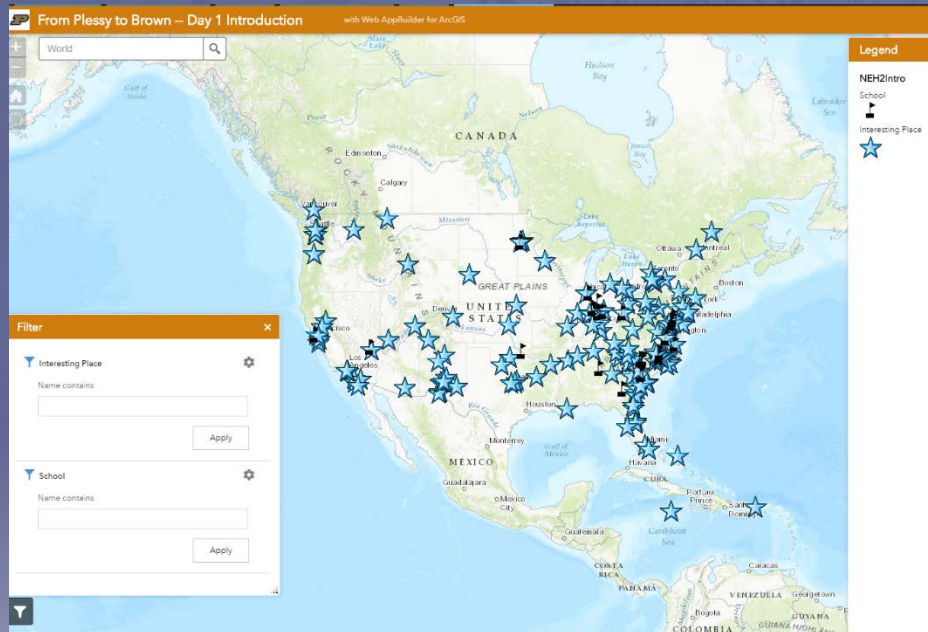
Spatial information learning objectives	
Week1	Understanding spatial information and working with online maps
Week2	Collecting spatial information and creating digital maps
Week3	Making GIS presentations
Week4	Creating a spatial humanities project for students to contribute spatial information



LEARNING SUPPORT

- From Plessy to Brown: The African American Freedom Struggle in the Twentieth Century

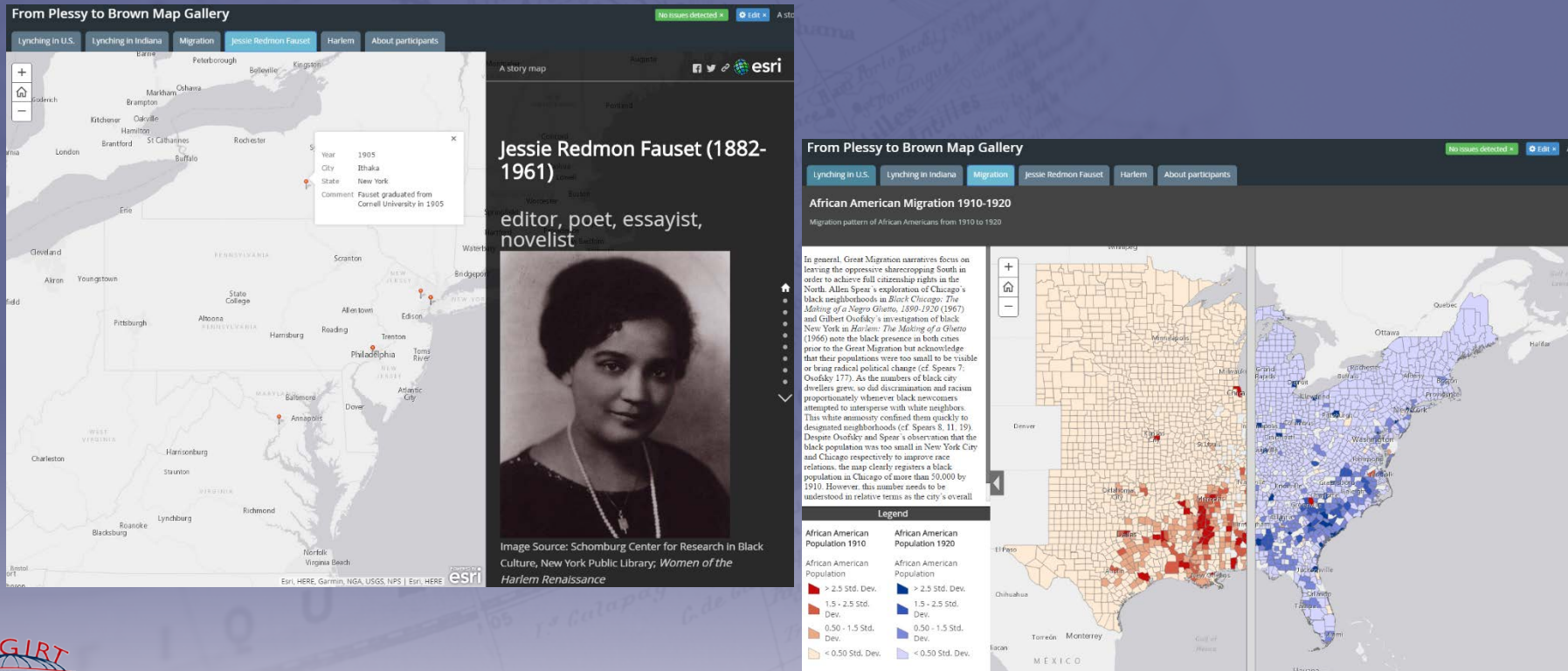
Week #1: Getting to know geographic information



LEARNING SUPPORT

• From Plessy to Brown: The African American Freedom Struggle in the Twentieth Century

Week #2 & 3: – Information creation



LEARNING SUPPORT

- **From Plessy to Brown: The African American Freedom Struggle in the Twentieth Century**

Week #4: How to use geographic information to engage students participation

From Plessy to Brown

Movement Democracy

The "Big Move": The Migration of African Americans to the North and West

No issues detected

Across disciplines, **MOVEMENT** is a powerful Big Idea that can be used to explain historical topics, geographical themes, and science-oriented theories. The **MOVEMENT** of people, goods, and ideas have transformed society. In this unit, we use the big idea of **MOVEMENT** to describe the migration of African Americans from southern states to cities such as New York, Chicago, and Oakland, CA.

1 Background

Between 1910 and 1930 over a million African American sharecroppers and tenant farmers migrated from the rural South to cities north of the Mason Dixon line.⁷ Precipitated by crop-destroying floods and boll weevil infestations, a labor depression began in the South in 1914 causing wages to fall dramatically. Concurrently, the onset of World War I stimulated an economic boom in the North. With many northern industrial workers drawn into the war as soldiers and trans-Atlantic travel too dangerous for immigrant laborers, the factories suddenly became desperate for people to run their machines.⁸ In response, hundreds of thousands of African Americans fled the oppressive climate of racial prejudice in the Jim Crow South for what looked to be better opportunities in the North.

Letters home from African Americans in the North also served as a motivator for friends and family members to follow their path. Published in many northern African American newspapers, these letters generally painted a rosy picture of migration, extolling the virtues of increased opportunity for work, education, and equality. In addition, labor agents employed by large industrial enterprises were sent down to solicit and recruit laborers. "In 1916, the first year of large-scale movement, most agents


2 Overarching Essential Questions

3 Topical Essential Questions

4 Essential Understanding

5 Students Will Know (Macro)

6 Students Will Be Able To

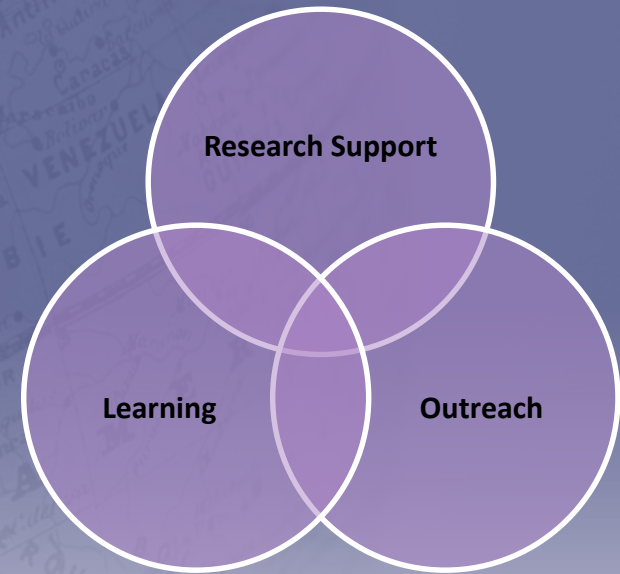


LEARNING SUPPORT

- Librarian's everyday practice
 - Workshops
 - Class visit
 - Consultation

LIBRARIAN'S SUPPORT

- Research collaboration
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- Outreach activities



OUTREACH

- GIS Day
 - Invited external speaker
 - Spatial humanities focused symposium
 - Lightning talks
 - Students competition

