

Real-world digital curation: UNH Library & UNH Art & Art History

Projects due week of November 5th for review, final presentations to client Nov. 12th

"I see a curator as a catalyst, generator and motivator - a sparring partner, accompanying the artist while they build a show, and a bridge builder, creating a bridge to the public."

-Hans-Ulrich Obrist

Purpose

Now that we have developed a greater understanding of Digital Humanities and the materials, processes, and presentation involved in a DH project, we are ready to put these into practice. In unit 3 you will be "creating a bridge to the public," working with UNH Library Milne Special Collection or the UNH Art & Art History Department. This team project, either cataloguing pieces of the permanent collection for JSTOR or a Juxtapose "Then and Now" project, will be published online at the end of the unit. You will see DH in action, from gathering digital materials, to project planning, process, and presentation. You will also be a part of building and sharing history and art with a broader community, seeing first-hand the role that DH plays in accessibility and historical preservation. You will be developing vital teamwork skills throughout this unit, but the project also includes a final individual reflection on your team and individual contributions.

Method

We will be looking at the [UNH JSTOR Curation](#) of the permanent collection Japanese Art Prints and last year's [Then/Now project](#) with the Bremer Pond Collection in class and discussing the curation unit projects and team goals. You will apply your knowledge of databases, metadata, digitization, data modeling, digital heritage, and presentation to these projects.

You will meet with your clients on several occasions (and via email):

October 15th (everyone/in class): Introduction to Otto and Kai. Pre-planning and instructions. This meeting is about listening to the client's needs and asking clarifying questions. Your clients will introduce you to the projects in more detail and go over the schedule and plans and how you will organize your team. You should address/ask questions about what materials you need to collect and how to collect and digitize them. You will then plan for on-site visits for the next week.

October 20th (everyone/on site): CatLAB & Milne Special Collections. This meeting is to collect materials, go over your process, update plans, and report progress to and ask questions of the client. For both the art department and the library, you will be on site learning about your materials, collecting materials, digitizing, and processing them. You may add meeting dates or emails if teams need further clarification or feedback.

October 22nd (everyone/on site): Day two on site. The art team will be in the CatLAB cataloguing in JSTOR. The library team will be planning their photos and looking through

supporting materials from special collections. Also planning for final presentation of the projects with Kai and Sarah.

October 27th (art team on-site/library team in the field/in class): Art team will be learning ArcGIS and going over their writing assignment. Library team will be learning Juxtapose with Dr. M and compiling their projects.

October 29th (everyone/in class): Continued processing in ArcGIS & Juxtapose. Potential check-in date in person or via email for last minute questions, etc. and to check website.

November 12th: This is your final presentation and submission of the project to the client (after it has been submitted for review and revised).

We will choose teams early and they will be as evenly split as possible. Details will be provided by your clients and in Canvas discussion forums for each team. Here is an outline for each team:

UNH Art & Art History Department permanent collection cataloguing in JSTOR:

For this project, you will work directly with Otto Luna and interns in the Department of Art and Art History to digitize and catalogue works in the UNH Gallery of Art's permanent collection. This includes a peek at the history and process that went into creating these works of art and a behind-the-scenes look at the permanent collection storage. Through the process you will learn about cameras and methods for handling and digitizing original artwork, post-processing photo editing, and digitally cataloguing and curating through JSTOR. You will also be researching and writing on your assigned work (1) and curating your writing with images and/or maps in ArcGIS and creating a brief post for the department's social media. This collection will be published on JSTOR (by you) at the end of the project. Five members of this team.

UNH Milne Special Collections & Archives: Clement Moran, Then and Now:

This team will be working with Kai Uchida in UNH Library's Milne Special Collections & University Archives to select and compose "Then and Now" representations of historical buildings and landscapes from UNH's past using photographs from the [Clement Moran Collection](#) and [Knightlab's Juxtapose](#). This includes exploring and researching the cultural, natural, and built landscape of UNH's campus through hands-on archival research and exploring campus. Through this process you will select photos from the Clement Moran Collection, two per team member, research the location using a list of guiding questions, and take photos in the same locations. You will also be learning about the cameras and methods for recreating an image in an ever-changing environment, image editing, and presentation through Juxtapose, a Knightlab digital storytelling tool. You will then put both "Then and Now" photos into Juxtapose and interpret and reflect on the changes that have occurred over time. You will also be creating screen-capture videos of your project for preservation purposes. These Juxtapose projects, with your reflections, will be published on the UNH Library's blog and potentially social media at the end of the project. Four members of this team.

The projects will be submitted to me and your clients on November 5th for review. We will get back to you with comments, which you will then use to revise before the **final presentations with your client on November 12th to celebrate your projects!** Reflections are due on the **13th**.

Audience

Your clients are your main priority. All communication and work will be professional and polished. Your audience includes the local communities served by UNH, visitors to the UNH art gallery and library websites, researchers, the artists/faculty you are curating, and a potential global audience. Projects will also be linked on the course website.

Length & Format

This is an ongoing project. You will be working in teams in class but may need to meet/communicate outside of class as well. Teams will be working toward unique goals, but team members should be doing an equal amount of work (I will try to divide teams as fairly as possible). Teams may occasionally divide work on number of artifacts/works of art or based on team member strengths, but these choices must be justified in your planning meeting(s) and final reflections.

Individual reflections: This is a 2-3 page self-analysis of your team's project, how it went at all stages of the process from materials to presentation, as well as your individual contributions to the project, including any obstacles or issues that you want me to be aware of. Your reflection should also address specific **DH terms, concepts, chapters or sections in the textbook** relevant to your team's project and individual learning. Submitted by each member of the team individually by **Nov. 13th**.

This assignment, including the reflection, is worth **20%** of your final grade. Grades may differ between members of the same team, depending on group dynamics, workload, and reflections.

This unit and project will be graded on the following:

- group dynamics, distribution of workload, execution, and use of group time in class,
- professionalism with and response to the client and their needs,
- response to and execution of client, peer, and instructor revision feedback,
- final outcome of the projects: organization, design, usability, meeting client's needs,
- student learning assessed through the reflections, including referencing course readings.