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INTRODUCTION TO DIGITAL HUMANITIES SERVICES AT HARVARD

Digital Humanities services are available from at least ten different groups at Harvard. Founded across a span of several hundred years (starting with the libraries in 1638, through to the Office for Scholarly Communication in 2008) and spread out geographically and conceptually, these digital services are “a model of accretion, not a subject of design”. To clarify these services, the Digital Humanities program has designed this booklet, and the annual Digital Humanities Fair, to explain and illuminate these valuable – and available – resources.

While some of the resources described here are venerable, “Digital Humanities” is a young and multi-faceted field. The Digital Humanities program (a collaboration between the Dean of Arts and Humanities and FAS IT) is committed to supporting Digital Humanities at Harvard through communication, outreach, inquiry, project support and (to the extent possible) investment. Our goal is to enable Arts and Humanities faculty to access, understand, and advance the use of technology in their teaching and research.

This booklet is divided into three parts:

1. **Part One**: An overview of all groups that provide digital services to Harvard faculty - who, what, why, when and where, including each group’s determination of the questions that are most frequently asked of them.

2. **Part Two**: Case studies of digital projects and efforts at Harvard.

3. **Part Three**: A list of non-Harvard digital humanities related resources - a brief reading list, as well as a listing of societies, groups, and organizations that focus on digital humanities related matters.

This is the first edition of the digital humanities resource guide, and as such is an imperfect product. Suggestions (to afparker@fas.harvard.edu) will be very happily received and incorporated where appropriate into the next edition.
Adaptive Technology Lab (ATL)

Founded: 1993

Briefly: Course and Lecture Access for Students with Disabilities.

Mission Statement: The Adaptive Technology Lab supports students with disabilities in Harvard College and the Graduate School of Arts and Sciences. We provide electronic text for qualified students, consult with students about which technologies may best meet their needs, and assist professors with lecture access and exam accommodations.

Head Contacts:
Bob Doyle (Associate Dean) rdoyle@fas.harvard.edu, 617-495-0757
Curtis Wilcox (Manager) ccwilcox@fas.harvard.edu, 617-496-6016
Tanya Washburn (Supervisor) washbur2@fas.harvard.edu, 617-496-8800

Outreach (Classes, Seminars, Talk Series etc.): We also offer demonstrations of hardware and software related to accessibility and ergonomics. Our demonstration resources include dictation software (NaturallySpeaking, MacSpeech), ergonomic mice and keyboards, smartboard technology (mimio), magnification hardware, as well as devices to assist notetakers. We would also be happy to talk with any faculty or course staff about accessibility and Universal Design.

Contact Info:
Science Center, 1 Oxford St., Room 103
Cambridge, MA 02138
Email: atl@fas.harvard.edu
Phone: 617-496-8800
URL: www.fas.harvard.edu/~ims/ATL
Office Hours: Mon.-Fri., 9:00am - 6:00pm

Common FAQs:
1. How do students with disabilities qualify for accommodations? Students register with the Accessible Education Office. The AEO reviews all medical documentation and determines which accommodations are appropriate.
2. How do I know if a student needs accommodations in my class? If a student requires accommodations, whether it involves our services or not, they should present you with a letter in the first few weeks of class. This letter, written by the AEO, outlines the accommodations to which the student is entitled. If you receive such a letter, please read it right away and make sure all course staff that will be involved with the student also read and follow it.
3. How do I ensure that students can access class materials? If you can provide us with a complete syllabus and/or reading list in advance of the semester, that will allow us to begin scanning and formatting materials so that the students may have access to them at the same time as their classmates. We can also format new material added during the semester, the lead time required varies widely based on the quantity, the nature of the material (prose, equations, images, etc.), and the format the student requires.
4. How do I reserve a laptop for a student that needs one for exams? Please call or email the ATL to reserve an exam laptop at least a week in advance. We will need the student name, to verify with the AEO, and will arrange a time for you or your course staff to pick up and return the laptop. We recommended that you (or whoever proctors the exam) have a thumb drive available, to make a copy of the student's exam responses after the exam. Keep in mind that, except for final exams, it is your prerogative to decide whether students may use their own laptop or not.
5. I want to try dictation (speech-to-text) software, how do I do that? Please call or email the ATL to make an appointment. We can provide an individual, hands-on demonstration of dictation software in our Science Center office. Please let us know whether you are interested in a demonstration for Windows (Dragon NaturallySpeaking) or Mac OS X (MacSpeech Dictate).

Bok Center for Teaching and Learning

Founded: 1975 (Originally the Harvard-Danforth Center, renamed in 1991)

Briefly: The Bok Center offers faculty, graduate student teaching fellows (TFs) and other instructors of Harvard undergraduates a wide variety of training programs and resources to improve the quality of undergraduate education at Harvard College.

Mission Statement: The Bok Center offers faculty, graduate student teaching fellows (TFs) and other instructors of Harvard undergraduates a wide variety of training programs and resources to promote better teaching. Bok Center services are available to anyone teaching Harvard's 6,400 undergraduates—faculty, lecturers, visiting instructors, teaching fellows and assistants, or course assistants—confidentially and without charge.

The Bok Center attempts to serve the national and international higher education community by offering online documents in printer-friendly format, and by publishing books and DVDs on the art of teaching. Special arrangements can be made in advance for visitors from other institutions, depending on the Center's schedule and the availability of Bok Center staff.
4. My course or section is not going well, but I am not sure what to do. Can I make an appointment simply to talk with a consultant? Yes! Bok Center staff members are here to work with you to make your class the best experience it can be for you and your students. An informal consultation meeting can help you identify areas you would like to work on, and then the Bok Center consultant will be able to recommend the most appropriate next steps, whether it is having your class videotaped, conducting a midterm evaluation, working on your discussion leading skills, or working on your lecture delivery and speaking skills.

5. I've lectured before but now I'm trying to use PowerPoint and I don't think it's going well. Can the Bok Center help me make these lectures better? Yes, the Bok Center staff is happy to talk to you about how to make different technologies work effectively in the classroom using interactive techniques and classroom strategies that work well with various media. The Bok Center can also help you navigate the various other services (Academic Technology Group, Media Services, etc.) who can help you learn and explore new classroom technologies.

Center for Geographic Analysis (CGA)

Founded: 2006

Briefly: Mapping data over space and time.

Mission Statement: At its inception, the CGA was designed to focuses on research and education in the field of spatial analysis and geographic information. The Center's goal has been to work with entities across the university to strengthen university-wide GIS infrastructure and services; provide a common platform for the integration of spatial data from diverse sources and knowledge from multiple disciplines; enable scholarly research that would use, improve or study geospatial analysis techniques; and improve the ability to teach GIS and spatial analysis at all levels across the university.

Head Contacts:
Peter K. Bol (Faculty Director)
pkbol@fas.harvard.edu, 617-495-8361

Wendy Guan (Director for GIS Research Services)
wguan@cga.harvard.edu, 617-496-6102

Outreach (Classes, Seminars, Talk Series etc.):

- Semester courses in Faculty of Arts and Sciences
- Winter recess courses in Harvard Medical School and Harvard School of Public Health
- Summer and Winter GIS Institutes (10 days)
- Non-credit GIS training seminars
- Customized GIS course modules in various courses (e.g. history, business, government)
- Extension school courses in GIS
- Online tutorials and self-learning materials
Common FAQs:

1. Data issues: Public and commercial data sources; data collection and management techniques; data conversion, scanning, digitizing; etc.

2. Hardware/software issues: What GPS to buy – accuracy, compatibility, ease of use, price, etc.; which software and function to use for various spatial analysis tasks; how to access GIS licenses at Harvard; etc.

3. Methodology issues: How to select parameters in spatial interpolation; how to turn address lists to location points; how to build location-allocation models; etc.

4. Visualization issues: How to do 3-D maps or time-series animation; how to allow users make interactive maps from a web browser; how to create publishing quality maps for manuscripts; etc.

Division of Continuing Education, Distance Education (DCE)

Founded: 1999

Briefly: Using Technology to Teach at a Distance.

Mission Statement: Primarily through the Extension and Summer Schools, the Division of Continuing Education (DCE):

- Provides people of all ages and incomes with educational opportunities, including liberal arts courses, professional courses for career advancement, and degrees for entry or reentry into the workforce. While most courses use campus-based resources in the evening and summer (when they are otherwise under utilized), a growing number are offered online to a worldwide community of lifelong learners.

- Broadens and enriches teaching opportunities for Harvard faculty, including experimenting and innovating with online teaching technologies.

- Contributes a growing stream of income to the Faculty of Arts and Sciences

Head Contacts:

Henry Leitner (Associate Dean for IT and Chief Technology Officer)
leitner@harvard.edu, 617-495-9096

Leonard Evenchik (Assistant Dean of Distance and Innovative Education)
evenchik@fas.harvard.edu

Mary Higgins (Associate Dean for Academic Administration)
mary_higgins@harvard.edu, 617-495-4867

Outreach (Classes, Seminars, Talk Series etc.):

See web sites for more details:

- Harvard Extension School (www.extension.harvard.edu)
- Harvard Summer School (www.summer.harvard.edu)

Contact Info:

1 Story St., 2nd Floor
Cambridge, MA 02138
Email: mary_higgins@harvard.edu
Phone: 617-495-9096
URL: www.extension.harvard.edu/distanceed
Office Hours: by appointment only

Common FAQs:

1. I want to teach my course online. What do I have to do?

2. How can I have my teaching fellows be trained in online pedagogy?

3. How can I bring in a speaker from a remote location to give a “live” guest lecture to my class?

4. What collaboration tools are available for team projects so that students who are geographically distant can participate fully?

5. Can I get a podcast version of my course (either audio only or both audio and video)?
Faculty of Arts & Sciences Information Technology (FAS IT)

Academic Technology Group (ATG)

Founded: 1993 (formerly known as the Instructional Computing Group, ICG)

Briefly: Using technology as an adjunct to courses (including Course iSites).

Mission Statement: The Academic Technology Group supports technology-enhanced teaching and learning and academic workflow throughout Harvard FAS via the following:

- Multimedia teaching materials (academic web pages, interactive software and custom courseware, digital video, podcasts)
- Technology and classroom support for a variety of pedagogical models (e.g. lecture demonstrations, online tools for collaboration, mobile devices for activity-based learning, learning space design)
- Visualization and simulation tools (3D, virtual worlds, biocomputation)
- Academic administration software (course selection, placement, and evaluation; online testing)

ATG welcomes questions and comments from faculty, teaching staff, department administrators, or students about any aspect of educational technology in FAS. We also welcome input, suggestions for collaboration, and general inquiries from colleagues at other institutions.

Head Contact: Dr. Katie Vale, vale@fas.harvard.edu, 617-496-8065

Outreach (Classes, Seminars, Talk Series etc.): Workshops on course website creation, Powerpoint, video editing, multimedia creation, “web 2.0” tools (Facebook, Twitter, YouTube, Flickr, etc.). All workshops are free and can be scheduled for FAS classes; ATG staff are also available to give faculty customized one-on-one trainings on any topic. Seminar series on Web Pedagogies and Teaching Innovations (co-sponsored with the Bok Center). Part of the General Education Instructional Support and Services Team.

Contact Info:

Science Center, 1 Oxford St., Suite 400
Cambridge, MA 02138
Email: atg@fas.harvard.edu
Phone: 617-495-9000
URL: www.atg.fas.harvard.edu
Office Hours: by appointment only

Common FAQs:

1. How do I make a course website? Every FAS course has a course website. Instructors and students find their courses listed on the Courses tab of http://my.harvard.edu/; others can locate them via the Registrar’s Online Courses of Instruction (http://www.registrar.fas.harvard.edu/courses). ATG offers training on managing course websites for faculty and teaching staff at the beginning of each semester, or by appointment throughout the year.

2. How do I get help with an educational technology project? ATG staff are available year-round to consult with faculty and teaching staff on educational technology projects. Depending on the project and timing, development resources may be available via the FAS Presidential Instructional Technology Fellowship (PITF) program or via ATG development staff. Email us to begin a discussion, or propose a project via our website, http://atg.fas.harvard.edu/.

3. How do I find tools to let my students collaborate? Course iSites provide multiple tools for online collaboration, including Wikis, Discussions, Blogs, Collaborative Annotation, and Shared Documents. ATG can also help find appropriate tools for more elaborate collaboration needs; contact us to begin a discussion.

4. How can I use video (either prerecorded or live-captured) in my teaching? You can post videos to your course website using the Video Publishing Tool in Course iSites, including video clips from outside sources, videos you record using a webcam, and student-created videos. Students and faculty can annotate and comment on videos posted on the site. ATG can assist faculty with incorporating video clips into in-class presentations, and Media and Technology Services (MTS) can assist with classroom technologies like projectors and DVD players.

5. How can I put a collection of images/videos/texts/other online to use in my course? Course websites can host course materials in many media using built-in tools like the Slides Tool and the Video Publishing Tool, and can also display collections from external sources such as YouTube or Flickr. ATG staff and PITFs can provide consulting, training, and assistance in setting up your site to best meet your needs.

Support & Services Group (SSG)

Founded: 2009

Briefly: Provide Desktop Support.

Mission Statement:

The Support and Services Group (SSG) provides 3 functions:

- End-to-end IT Support for FAS faculty, staff and students: Full-time and part-time staff provide support in Science Center and on-site department locations across campus.
- Managed Lab & Desktop Systems: Design, engineering and deployment of lab and desktop solutions.
- IT Service Management: Designing and managing FAS IT operations and support processes and administering enterprise applications to enable those functions.
Common FAQs:

1. What is UD and what are the benefits it will provide to me? UD stands for Universal Desktop, a solution which implements a standard Desktop and laptop model for both MAC and PC platforms. UD will decrease user downtime for data transfer between old/new machines, a standard image will be provided for all standard machines for quicker deployments, and system support will be more effective from ordering replacement parts to troubleshooting more effectively.

2. Why do I have to contact the service desk for every issue? Why can’t I call you directly? There is no mandate to contact 495-9000 or help@fas.harvard.edu for all issues. However, this is often the most efficient way to get service. Field technicians are not always available to immediately respond to issues as they support multiple buildings on campus and are often on customer appointments. The central support team can resolve many of the same issues through remote assistance. Please feel free to use central support as an additional way to get IT service.


4. What are some options for backing up files on my computer? There are several options. Windows Backup from the Windows XP operating system. For Mac users, “Time Machine” is a built in application on the operating system. For the UD program, an online backup service will be available.

5. Why is IT discontinuing support for Eudora? FAS IT is moving in the direction of Microsoft Outlook and Exchange. Throughout the upcoming year we will be migrating all FAS groups into Exchange with plenty of notification time before we do so. The client used with this will be Outlook 2003 / 2007 for Windows, and Entourage for Mac.

Harvard Art Museum, Education Dept.

Founded: 2008

Briefly: To collaborate with and support Harvard faculty members interested in teaching with the Harvard Art Museum collection.

Mission Statement: The Harvard Art Museum mission is to preserve, document, present, interpret, and strengthen the collections and resources in its care, and in keeping with the larger purposes of Harvard University, to advance the knowledge and appreciation of art and art museums through research, teaching, professional training, and public education.

Head Contact: Kelsey McNiff, kelsey_mcni@harvard.edu, 617-495-9615

Outreach (Classes, Seminars, Talk Series etc.): Individual consultations are available by appointment.

Contact Info:

Harvard Art Museum/Arthur M. Sackler Museum
485 Broadway, Room 317
Cambridge, MA 02138
Email: kelsey_mcni@harvard.edu
Phone: 617-495-9615
URL: www.harvardartmuseum.org
Office Hours: by appointment only

Common FAQs:

Please contact Kelsey McNiff, Director of Academic Partnerships, to schedule an individual consultation or to learn more about the opportunities described below.

1. Can I bring my students to the Harvard Art Museum? We welcome Harvard faculty members and their teaching fellows to hold seminar and section meetings in the galleries.

2. How does the Harvard Art Museum Education Department support teaching with the collection? Our educators will meet with you on an individual basis to explore how works of art in our collection create unique opportunities for teaching and learning in your courses. We can facilitate introductions to curators, work with you to design gallery lessons or related assignments, or co-teach gallery visits. To support your teaching staff, we are able to arrange conversations with curators about works of art on view and to offer workshops on strategies for teaching with visual art.
3. How can I connect with Harvard Art Museum curators and conservators? The Harvard Art Museum is comprised of the Fogg Museum (western art from the Middle Ages to the present), the Busch-Reisinger Museum (visual arts from German-speaking countries of Central and Northern Europe), and the Arthur M. Sackler Museum (ancient, Asian, Islamic, and later Indian art), as well as the Straus Center for Conservation, the Center for the Technical Study of Modern Art, the Harvard Art Museum Archives, and the Archaeological Exploration of Sardis, in Turkey. Please contact Kelsey McNiff with inquiries about specific departments.

4. How can I search the Harvard Art Museum collection online? To search the Harvard Art Museum collection online, please visit our website at: www.harvardartmuseum.org/collection. Digital images of over 80% of the collection (which includes more than 250,000 works from the Fogg, Busch-Reisinger, and Sackler Museums) are available online.

5. How have other faculty members used technology to teach with the collections? Harvard professors from across the disciplines, ranging from the History of Art and Architecture to Anthropology to Romance Languages and Literatures, have used technology to enhance their teaching with works of art on view, to develop museum-based assignments, or to provide digital access to works in storage.

Harvard Libraries (HUL/HCL)

Media Collections & Support

Founded: 1890

Briefly: Develops media collections, provides research support and assists users creating multimedia projects and assignments.

Mission Statement: HCL connects users to the collections (digital and print) and teaches them how to use the data and media in all formats (photographs, maps, geospatial data, census and environmental data, images, music, manuscripts, etc.). HCL media support, provides technical and instructional support for Harvard users creating multimedia projects and assignments.

Head Contact: Marty Schreiner, schrein@fas.harvard.edu, 617-495-8730

HCL research contact and department liaisons are also available to assist faculty with library e-resources, online projects, and digital tools. To identify a subject specialist librarian, consult: www.hcl.harvard.edu/research/contacts

Outreach (Classes, Seminars, Talk Series etc.): Demonstration/orientation sessions for classes; training sessions for students on media software; teach students how to find and use digital materials in classes, at the reference desks and online through “Ask A Librarian” located at www.hcl.harvard.edu/research/ask.

Digital resources and services for:

- **Media**, Paul Worster (worster@fas.harvard.edu; 495-8730)
- **Fine Arts**, Mary Clare Altenhofen (altenhof@fas.harvard.edu; 496-3592)
- **Music**, Kerry Masteller (kmastell@fas.harvard.edu; 495-2794)
- **Manuscripts & Rare Books**, James Capobianco (jcapob@fas.harvard.edu; 495-2440)

Contact Info:

Lamont Library, Harvard Yard
Cambridge, MA 02138

Email: hclmedia@fas.harvard.edu

Phone: 617-495-2106

URL: www.hcl.harvard.edu/research/at_hcl/index.cfm?lamont

Office Hours: (Staff Support) Mon.-Thurs. 9:00am - 9:00pm, Fri. 9:00am - 5:00pm, Sun. 1:00pm - 9:00pm

Lamont Library opens Sun. 8:00am - Fri. 10:00pm, & Sat. 8:00am-10:00pm

Common FAQs:

1. How do I arrange to have a training session for my students on the software for creating digital projects? HCL has a range of audio, video and music authoring software available for students to work on their projects and assignments. Individual or group instruction on this software can be arranged by contacting Paul Worster, Multimedia Librarian in Lamont: (worster@fas.harvard.edu); 617-495-8730.

2. I want to create a project using images and musical examples for a class assignment on the depiction of heaven and hell in 19th century music and art. What kind of help can I get from the library? Lamont Media has public computer workstations with multimedia software for use and HCL and ATG staff offer assistance in learning to create multimedia projects. In addition, librarians at any reference desk can help users identify digital materials in Harvard’s collections. Contact Paul Worster, Multimedia Librarian (worster@fas.harvard.edu); Kerry Masteller, Music Library (kmastell@fas.harvard.edu); or Mary Clare Altenhofen, Fine Arts (altenhof@fas.harvard.edu).

3. How do I create a custom map for a research project I am doing on medieval Europe? I need to show the historic roads in relation to commerce, trade and other data that I have gathered. Contact HCL’s map collection staff, 617-495-2417. They have templates you can use and can help you put together the specific maps you need. (www.hcl.harvard.edu/libraries/maps)

4. How can I find a recording of historically accurate early music performance? I am investigating performance practice (authentic period instruments, tuning) during the Baroque Era (17th and early 18th century). Contact HCL’s Loeb Music Library, 617-495-2794 and ask for Kerry Masteller, Reference and Digital Program Librarian or Email her at kmastell@fas.harvard.edu. She and her colleagues can help you find and access streaming audio as well as guide you through an amazing collection of CDs and LPs available for course support.

5. How can faculty members pursue the digitization of Harvard College Library materials for ongoing use in courses? Faculty members interested in the digitization of library materials for long-term teaching and research use may contact the Harvard College Library Collections Digitization Program (CDP). This HCL program supports the digitization of library materials, ongoing access to the digitized materials through library catalogs, and the preservation of the digital objects in the Digital Repository Service. Please see: http://hcl.harvard.edu/collections/digital_collections/digitization_program/
Office for Information Systems (OIS)

Founded: 1966

Briefly: Computing systems and technical infrastructure to support:

- Management and access to library resources of all formats including printed and digital books, manuscripts, images and maps; licensed electronic journals and databases, geospatial data, audio files, web sites, etc.
- Preservation archiving of digital material

Mission Statement: The Harvard University Library is one of the greatest research libraries of the world and is committed to maintaining its excellence in the digital era. The Office for Information Systems (OIS) is devoted to developing, implementing and maintaining innovative and stable systems that support the academic and research mission of the University by providing discovery environments and integrated access to research materials and resources.

To achieve its mission, OIS collaborates with a wide variety of Harvard staff and committees including librarians, curators, and instructional technology staff on innovative projects and strategic initiatives that aim to integrate technology services and digital catalogs and content into the fabric of the university.

OIS also participates in strategic partnerships with colleagues and organizations nationally and internationally to promote the development of models, standards and infrastructure to support research, teaching and scholarly communication in the digital information age.

Head Contact: Wendy Marcus Gogel, wendy_gogel@harvard.edu, 617-495-3724

Outreach (Classes, Seminars, Talk Series etc.): Web sites (such as the Harvard Libraries portal at http://lib.harvard.edu and A Selection of Web-Accessible Collections at: http://digitalcollections.harvard.edu); printed publications (such as Key to Online Resources and Harvard Libraries Online); and online help and user documentation. Other outreach such as open meetings, system training, and email lists are primarily geared toward library staff.

Contact Info:

90 Mount Auburn St.
Cambridge, MA 02138

Email: wendy_gogel@harvard.edu

Phone: 617-495-3724

URL: www.hul.harvard.edu/ois

Office Hours: Mon.-Fri. 9:00am - 5:00pm

Common FAQs:

1. How do I get a reproduction of [title of library resource]? Start with the Harvard College Library reproduction services web page here: http://hcl.harvard.edu/info/imaging/#patrons. For additional services, ask a librarian in person or online at http://hcl.harvard.edu/research/ask

2. How do I get a high resolution version of an image I found here [online location] and permission to use it for my [publication or purpose]? Start by filling out the online form at: http://hcl.harvard.edu/info/imaging/inquiry.cfm


4. I have a collection of [collection type] that I would like to digitize and make available online. (This is typically a request from a librarian, but may be asked on behalf of a faculty member.) Start by filling out the online form at: www.hul.harvard.edu/ois/digproj/d-digproj-inquiry.html

5. What is the best digital format for long term preservation of [type of library material]? Start by contacting Andrea Goethals, Manager of Digital Preservation and Repository Services: by email at: andrea_goethals@harvard.edu, or by phone at: 5-3724.

Office for Scholarly Communication (OSC)

Founded: 2008

Briefly: Increase the availability of the scholarly output of the University.

Mission Statement: Spearhead campus-wide initiatives to open, share, and preserve scholarship in order to benefit the University as well as the global research community.

Head Contacts:

Stuart Shieber (Director)
shieber@seas.harvard.edu, 617-495-2344

Sue Kriegsman (Program Manager)
suzanne_kriegsman@harvard.edu, 617-495-4089

Outreach (Classes, Seminars, Talk Series etc.): OSC will customize discussions for your department or group.

Contact Info:

Wadsworth House, 1341 Massachusetts Ave., Room 210
Cambridge, MA 02138

Email: osc@hulmail.harvard.edu

Phone: 617-495-4089

URL: www.osc.hul.harvard.edu

Office Hours: Mon.-Fri. 9:00am - 5:00pm
In support of HCL's mission, Services for Academic Programs (SAP) works with colleagues across Faculty of Arts and Sciences (FAS) to develop library programs and services that work in concert with the demands of the curriculum and have the agility to respond to the changing face of research. SAP works to define and to sustain a vibrant and engaged 21st century learning community that brings the libraries fully into the research and teaching experience of students and faculty.

Mission Statement: In support of HCL's mission, Services for Academic Programs (SAP) works with colleagues across Faculty of Arts and Sciences (FAS) to develop library programs and services that work in concert with the demands of the curriculum and have the agility to respond to the changing face of research. SAP works to define and to sustain a vibrant and engaged 21st century learning community that brings the libraries fully into the research and teaching experience of students and faculty.

Services for Academic Programs (SAP)

Founded: 1990

Briefly: SAP leads the library liaison program, works with members of the faculty to integrate the library's remarkable resources into their teaching, and supports Harvard students in developing essential research skills and strategies.

Common FAQs:

1. **What is the role of the Office for Scholarly Communication?** The University is resolved to take more ownership of scholarly communication channels. Recognizing that library budgets are severely constrained and other modes of dissemination and access to scholarly resources are likewise threatened, OSC works across campus, and with organizations outside the University, to enable the availability of scholarly research.

2. **How does the Office for Scholarly Communication fit into the University?** The Office for Scholarly Communication is a program of the Harvard University Library. Harvard’s Provost charged the University Library with the creation of the OSC following the first school vote to institute a forward-thinking open access policy. The OSC benefits from the oversight of a University-wide faculty advisory board that provides advice on specific policies.

3. **What are the open-access policies at Harvard?** The policies provide Harvard with an automatic license for scholarly articles authored by faculty members written since the date the policies were adopted. This license is non-exclusive and enables open-access distribution, so long as the articles are not sold for a profit. Copyright remains with the author, who may also assign all or part to another entity. This license enables Harvard to distribute articles in an open-access repository, the contents of which are searchable and available to other services such as web harvesters, Google Scholar, and the like. Contents of the repository will be maintained, archived, and preserved by library staff.

4. **What is DASH and how can I benefit?** DASH is Digital Access to Scholarship at Harvard. DASH is the University’s central repository for sharing and preserving your written work. When you register and deposit your work in DASH, it immediately becomes visible to colleagues around the world by virtue of metadata harvesting, Google Scholar, and other indexing services. Higher visibility leads to higher rates of citation and impact. When you post early versions of your work, before publication, you establish intellectual priority sooner.

5. **What is the HOPE fund?** The Harvard Open-Access Publishing Equity (HOPE) fund is Harvard's implementation of the Compact for Open-Access Publishing Equity. HOPE provides funds to Harvard authors, at schools that have instituted an open-access policy, to reimburse processing fees for articles published in open-access journals.

Head Contact: Laura Farwell Blake, farwell@fas.harvard.edu, 617-496-0108

Outreach (Classes, Seminars, Talk Series etc.): Course-integrated research instruction for undergraduate and graduate classes, in-depth research consultation for individuals and small groups (thesis writers, dissertation writers, etc), course-related research guides, instruction for students on the ethical use of materials and on working with sources, in collaboration with The Writing Center and others, support for using library resources within courses, coordinates events such as talks by bibliographers and library experts including introduction to EndNote or RefWorks and other special topics. Orientation to the libraries and to their digital resources for faculty and Harvard affiliates.

Contact Info:

Widener Library, Harvard Yard
Cambridge, MA 02138

Email: farwell@fas.harvard.edu

Phone: 617-496-0108

URL: www.hcl.harvard.edu/research/contacts

Office Hours: by appointment only

Common FAQs:

1. **How can a librarian help to design a research assignment in the context of my course?** Working with you and your teaching goals for the course, librarians can help to design assignments that lead students into the collections (both print and digital) and into a research process that helps them to learn to identify, evaluate, and make appropriate use of authoritative sources. Contact a librarian at www.hcl.harvard.edu/research/contacts/ or email libref@fas.harvard.edu

2. **I’d like my students to have a better understanding of HOLLIS and the libraries’ e-resources. Can librarians help with that?** Yes. Your department’s library liaison can work with your students to navigate the e-landscape, as part of a course or in workshops or in person reference consultations. All of the librarians across HCL’s reference services are also glad to help in person, via email to libref@fas.harvard.edu, or by appointment. For a list of research contacts and library liaisons consult www.hcl.harvard.edu/research/contacts.

3. **Can you help me integrate digital library resources into my course site?** Yes. Librarians can teach you how to include direct links to key e-resources from your course site, can develop a course-related research guide in consultation with you, and will be glad to help you connect with librarians with expert knowledge of collections that might be of interest to the course.

4. **How do I find images from pre-1500 books and manuscripts to demonstrate my thesis on changing letter forms?** Images from Houghton collections are often attached to their records in HOLLIS, and many can also be found collected in sites devoted to subjects like Medieval manuscripts and Islamic heritage. Please contact James Capobianco, 617-495-2440, jcapob@fas.harvard.edu, for assistance in finding, using, or creating digital versions of Houghton material.

5. **I’d like to bring my class/my students into one or more HCL libraries. How do I go about that?** The libraries welcome classes; each one is unique and therefore there’s no single rule about how to bring your class. Start by contacting your department’s library liaison who can help you to organize library visits. www.hcl.harvard.edu/research/contacts.
Harvard University Press (HUP)

Founded: 1913

Briefly: Publisher of Scholarly and Academic Books.

Mission Statement: To be a worldwide publisher of works of the highest quality and enduring value, consistent with the standards and values of one of the world’s greatest universities.

Head Contacts:
William Sisler (Director)
willing_sisler@harvard.edu, 617-495-2601
Daniel Lee (Director of Digital Publishing)
daniel_lee@harvard.edu, 617-495-8867

Outreach (Classes, Seminars, Talk Series etc.): In addition to editors speaking to groups of graduate students, post-docs, and others in various departments about the book publishing process—including how to turn a dissertation into a book—HUP is also interested in facilitating dialogue about Open Access publishing initiatives and other digital publishing projects. If you have an idea for a digital publication or collaboration, please contact us.

Contact Info:
79 Garden St.
Cambridge, MA 02138
Email: contact_hup@harvard.edu
Phone: 1-800-405-1619
URL: www.hup.harvard.edu
Office Hours: Mon.-Fri. 9:00am - 5:00pm

Common FAQs:
1. What is HUP doing in the digital sphere? Harvard University Press is dedicated to enabling access to all its published material in digital form, whether through the creation or distribution of e-books or through the creation of new digital publication projects or platforms.
2. What are some of the new digital projects that HUP is working on? The Journal of Legal Analysis is a new faculty-edited, peer-reviewed Open Access law journal co-published with the John M. Olin Center at Harvard Law School. It is freely available on the web at http://jla.hup.harvard.edu and may be downloaded at no charge. Printed and bound copies of the issues are available for purchase from HUP. The JLA has published two issues and the third is currently in production.

HUP is also publishing a new digital publication series in collaboration with the Bard Graduate Center in New York City entitled Cultural Histories of the Material World. The volumes in this series explore the ways human beings have shaped and interpreted the material world from the perspectives of archaeology, anthropology, art and design history, economic and landscape history, the history of technology, and philosophy. These volumes will self-consciously explore general issues about material evidence, as well as show how attention to materiality can contribute to a more precise historical understanding of specific times, places, ways, and means. Volumes will be made available online as well in print.

Institute for Quantitative Social Science (IQSS)

Founded: 2004

Briefly: Harvard’s home for social science research; creating, sharing and preserving scientific knowledge about human societies.

Mission Statement: Our scientific mission is: (1) to create, and make widely accessible, statistical and analytical tools for the social and health sciences; and (2) to use these tools for understanding and solving major problems that affect society and the well-being of human populations.

The organizational mission is: (1) to foster interdisciplinary, often large-scale, and highly collaborative projects that cannot be accomplished readily within the traditional setting of individual departments; and (2) to build a scientific culture where faculty, students, and staff work side by side, not only to solve problems within their own discipline, but also to seek out problems in unrelated or applied areas amenable to the same approach.

Head Contacts:
Gary King (Faculty Director)
gary_king@harvard.edu, 617-495-2027
Breean Fortier (Executive Director)
breean_forier@harvard.edu, 617-496-3902

Outreach (Classes, Seminars, Talk Series etc.):
IQSS provides tools and programs that support academic research:
- Scholars’ Web Sites project – This project implements a tool that enables individual researchers to set up and administer their own web sites using simple menus and widgets. URL: www.scholar.iq.harvard.edu
- Henry A. Murray Research Archive – The Murray Archive is the permanent repository for quantitative and qualitative research data at IQSS, and provides physical storage for the IQSS Dataverse Network repository. Holdings comprise over 10 terabytes of data, including numerical datasets, video and audio recordings, interview notes, and other types of media. URL: www.murray.harvard.edu
- Dataverse Network project – We developed the Dataverse Network application to provide a venue for permanent archiving of data that enables you to retain complete control of data access. URL: www.thedata.org
- Research Computing Environment (RCE) – Our RCE provides a virtual desktop that enables collaborators to share development of research functions, and perform large-scale analysis. URL: www.support.hmdc.harvard.edu/kb-14/research_computing_environment
• Program on Survey Research (PSR) – PSR serves as a resource for scientific survey methods and offers a university-wide clearinghouse for information and expertise in survey design, administration, and analysis. URL: www.psr.iq.harvard.edu

• Program on Text Research – This program works to foster interdisciplinary research and teaching as it relates to the utilization of textual data within social science research. It establishes a venue for collecting, developing, and supporting natural language processing and data, which involves the automated extraction of information from written or spoken human languages.

• Program on Qualitative Analysis – A new initiative at IQSS, this program focuses on teaching resources in qualitative methods at Harvard. It will catalog relevant faculty and courses available at Harvard and at neighboring universities, host software tools for content analysis, and provide contact information for transcribers. Topics addressed will include content analysis, discourse analysis, the use of transcription software, in-depth interviewing, and more.

We offer academic programming across disciplines:

• Seminars and workshops are held throughout the academic year, including numerous for-credit courses. Subjects covered include geographical information systems (GIS); applied statistics, methods, models, and spatial analysis; political psychology and economy; health policy; finding research funding; and high-risk confidential information. URL: www.iq.harvard.edu/seminars_and_workshops

• Conferences we sponsor are intended to foster collaboration among scholars, and many are held in conjunction with the Harvard Kennedy School, Harvard Medical School, Harvard Law School, and other academic institutions. Annual conferences include: Eric M. Mindich Conference on Experimental Social Science, Center for Geographic Analysis (CGA) spring conference, PSR conference, and Methodology for Empirical Research on Social Interactions, Social Networks and Health (MERSIH) conference. URL: www.iq.harvard.edu/conferences

• Training courses are available on GIS and statistical software subjects. These courses enable participants to use specialized software applications in their research activities. URL: www.iq.harvard.edu/training

Contact Info:

1737 Cambridge St.,
Cambridge, MA 02138

Email: info@lists.iq.harvard.edu

Phone: 617-496-2450

URL: www.iq.harvard.edu

Office Hours: Mon.-Fri. 9:00am - 5:00pm

Common FAQs:

1. How do I make a web site that establishes my presence as a researcher, or for my project or center? IQSS provides an open-source tool that scholars can use to build, customize, and personalize dynamic and powerful web sites. Go to the Scholars’ Web Sites Project at www.scholar.iq.harvard.edu/.

2. Can I store, organize, and share my confidential data with my group? IQSS hosts a Dataverse Network installation where researchers can share and archive data, organize it, brand their own dataverses, and control who can access their data and how it can be used. See the IQSS Dataverse Network service at www.dvn.iq.harvard.edu/dvn.

3. How do I find and download data from others’ collections? The Murray Archive hosts data that researchers can view and use online through the archive’s dataverse. We also host many more collections that contain much more useful data of diverse types. Start with the Murray Archive’s data at www.murray.harvard.edu/.

4. How do I find other resources in my subject, such as other researchers and new tools? Find out about our faculty-lead programs that focus on unique research areas, building collaborative teams and supporting their efforts with administrative, technical, and infrastructure resources. Visit www.iq.harvard.edu/programs_centers_projects.

5. How can I get help with efficient computing? We provide research support that encompasses data collection, management, and analysis resources. Our RCE service enables large-scale data processing. Our training options also offer researchers expertise. See www.iq.harvard.edu/data_collection_management_analysis.

Instructional Media Services (IMS)

Media Production Center (MPC)

Founded: 1998

Briefly: Audio, video and multimedia production, and post-production services.

Mission Statement: The Media Production Center (MPC) collaborates with faculty, departments, and other media and IT departments to utilize audio and video technologies in their teaching, outreach and research.

Head Contacts:
Bob Doyle (Associate Dean)
rdoyle@fas.harvard.edu, 617-495-0757

Anthony Di Bartolo (Manager)
dibartol@fas.harvard.edu, 617-496-2441

Margaret Keyes (Production Coordinator)
keyes@fas.harvard.edu, 617-495-9440

Outreach (Classes, Seminars, Talk Series etc.): Please e-mail or call the MPC to discuss your needs with us, and we encourage you to visit to tour our facilities. Because our services are custom tailored to your needs, we find a conversation is often the best way to start! We are also happy to provide consultation at your location. Services are free-of-charge to produce materials for use in registered FAS courses, and are available to other University customers for a fee.
Media & Technology Services (MTS)

Founded: 1990

Briefly: Using digital resources in classrooms.

Mission Statement: Providing a wide range of multimedia services for classes and events to the Faculty of Arts & Sciences, the Extension & Summer School, and the Harvard Community.

Head Contacts:
Bob Doyle (Associate Dean)
doyle@fas.harvard.edu, 617-495-0757

Amy Thompson (Manager)
thompson@fas.harvard.edu, 617-495-9468

Outreach (Classes, Seminars, Talk Series etc.):
- Classroom Technology Support
- Training for faculty and staff
- Data and Video Projection
- Event Planning
- Audio Reinforcement & Recording (lectures, panels, music)
- Video Recording (streaming, on-demand access, archival use, teaching purposes)
- Multi-camera Video Production
- Video Editing
- Video Streaming (in conjunction with ATG/UIS IT/iCommons)
- Video conferencing
- Providing Operators for Courses and Special Events
- Equipment Rental
- Inventory, maintenance, and repairs of installed equipment
- Consulting, Designing, and assisting with multimedia installations.
- Ensuring classroom & video conference standards

Contact Info:
Main Office: Science Center, 1 Oxford St., B-02
Cambridge, MA 02138

Email: mtssequip@fas.harvard.edu
Phone: 617-495-9460
URL: www.fas.harvard.edu/~ims
Office Hours: Mon.-Fri. 8:00am - 5:00pm

Common FAQs:

1) How do I convert my video materials to DVD and/or web files? The MPC can take your existing video materials in virtually any file format and in many tape formats and digitize, excerpt/edit and create titles for them as necessary, and provide DVD and web file products. DVDs with custom menus, full color on-disc printing and packaging are available, as is DVD and disc duplication. We can also custom-compress web files for upload to popular video hosting sites such as YouTube, Vimeo, FORA.tv, etc., as well as advise on posting to your departmental site or course iSite.

2) How do I get my DVD, miniDV or other video into a format that I can edit myself? The MPC can convert your existing video into files you can use with many popular editing software packages. We can deliver these files on a BD (Blu-ray) data disc, a hard-drive we provide, or you can provide your own.

3) How do I record my presentation and send it to a conference that I am unable to attend, or for posting on my web site? The MPC can record your conference presentation in our sound studio, integrate your Powerpoint slides, and provide a DVD or web file products. Files up to 2 GB can be sent to your destination in lieu of physical media. We also provide IP video conferencing services.

4) How can I create a video or multimedia piece for promotion or outreach for my department or course? The MPC can work with your existing video and images and record new video or voice-overs in our sound studio to create a promotional trailer. We collaborate with many media and IT departments across the university to provide only the services you need: video recording, voice-over recording, video editing, titling, file compression or DVD authoring.

5) I need to do sound good. How can I get my music/concert/event recorded? The MPC engineers have extensive experience providing high-quality audio. We can record on location up to 32 channels/tracks and provide a feed for your webcast or video crew, and produce a CD after the event. Surround-sound production is available, and classical/acoustic music is a specialty. Some sound-reinforcement (PA) services are also available.
Main Office provides classroom technology support for all FAS locations except:
Sever Hall: Room 301, 617-495-9470, sevmedia@fas.harvard.edu
CGIS: South Building S053, 617-495-9807, mtscgis@fas.harvard.edu
Northwest: NW Building B-111, 617-495, 5775, nwmedia@fas.harvard.edu

Common FAQs:

1. What multimedia equipment is installed in my classroom/event space? The Media and Technology Services website (ims.fas.harvard.edu) features a searchable database of over 400 classrooms and event spaces on campus. Detailed information is available including information on installed equipment, seating capacity, and photographs.

2. How do I connect my laptop to the multimedia system in my classroom? If you have not previously used the equipment installed in your room, please contact us to schedule training. There are also training guides on our website (ims.fas.harvard.edu). All classrooms have a VGA cable that’s used for connecting PC laptops. Mac laptops require an additional dongle adapter, which is model specific. For additional information or inquiries, please email mtsequip@fas.harvard.edu.

3. Do you support video conferencing? MTS supports video conferencing in a number of small and large locations on-campus. A full list of supported locations can be found on our website (ims.fas.harvard.edu). For additional information or inquiries, please email vtcmts@fas.harvard.edu.

4. How can I get my event recorded and placed on my website? MTS can process any of our recordings (audio or video) as streaming media. MTS uploads your content to the Academic Teaching Group (ATG), where it is processed and hosted on their server. In addition, for FAS classes, MTS can automatically place a link on your course iSite once you have the correct tool installed (e.g., lecture video tool). For all other websites, you have to embed the link yourself. For additional information or inquiries, please email mtsequip@fas.harvard.edu.

5. What buildings do you support? MTS supports all FAS buildings, except the Science Center.

Language Resource Center (LRC)

Founded: 1997 (Replacing Modern Language Center)

Briefly: Provides specialized digital media support to foreign language courses.

Mission Statement: The Language Resource Center supports Harvard University students in their study of foreign languages, literatures, and cultures and collaborates with faculty in the design and preparation of pedagogical resources.

Head Contacts:
Bob Doyle (Associate Dean)
rdoyle@fas.harvard.edu, 617-495-0757

Thomas Hammond (Director)
thammond@fas.harvard.edu, 617-496-0607

Outreach: (Classes, Seminars, Talk Series etc.): Offers customized workshops for faculty and/or students on a wide variety of topics, e.g., audio/video production for use in video blogging, etc. Also supports language testing, e.g., placement testing or online verification testing for the language requirement.

Contact Info:

Main Center: Lamont Library, Harvard Yard, 4th Floor
Quad Satellite: Hilles Reading Room (four workstations)
Wheelchair-accessible station: Lamont Library, 1st Floor
Cambridge, MA 02138

Email: lrc@fas.harvard.edu
Phone: 617-495-9448
URL: www.lrc.fas.harvard.edu

Office Hours:
Mon.-Thurs. 9:00am - 11:00pm
Fri. 9:00am - 5:00pm
Sat. 1:00pm - 5:00pm
Sun. 2:00pm - 11:00pm

Common FAQs:

Contact us to learn more about:

1. How can my students view this [Argentine] film with Spanish subtitles?
2. How can I have students use Skype to practice with students in another country?
3. How do I word-process a paper in the [Greek] alphabet?
4. Can I spell-check a paper in [Vietnamese]?
5. How do I capture the [French Presidential Debates] from satellite television for use in my class?

Office of Sponsored Programs (OSP)

Founded: 1946

Briefly: OSP is the Harvard central unit that supports effective management of awards throughout the life cycle of a research award.

Mission Statement: The Office for Sponsored Programs partners with Harvard’s research and scholarly community in the support and advancement of Harvard’s educational, research and public service missions through the provision of superior grants management expertise and customer service.
Head Contacts:
Helia Morris (Life Cycle Manager)
helia_morris@harvard.edu, 617-384-7327

Rachel Cahoon (Manager)
rachel_cahoon@harvard.edu, 617-496-3130

Outreach (Classes, Seminars, Talk Series etc.): OSP offers one-day workshops, on-line sources and seminars, and tips, templates and tools on topics ranging from general grants administration, GMAS, financial software and cost accounting standards. Please see: vpf-web.harvard.edu/osp/quick_links/training.php

Contact Info:
Holyoke Center, 1350 Massachusetts Ave., 6th Floor
Cambridge, MA 02138
Email: osp_webmaster@harvard.edu
Phone: 617-495-5501
URL: www.vpf-web.harvard.edu/osp
Office Hours: Mon.-Fri. 8:00am - 4:00pm

Common FAQs:
Contact us to learn more about:
1. How do I obtain an NSF Login?
2. Who is my primary contact at OSP?
3. Who can assist me with a new grant application?
4. Where can I find funding information for my discipline?
5. What can I do without sponsor approval (extended project dates, rebudgets, etc.)?

Research Administration Services (RAS)

Founded: 2006

Briefly: In conjunction with OSP, RAS supports the funded research and grants management of FAS faculty from application to post-award reporting, providing superior grants management expertise and customer service.

Mission Statement: FAS Research Administration actively supports FAS faculty in their research administration by: assisting them in finding funding; improving systems in collaboration with researchers, scholars, and administrators across the FAS and throughout the University; and represents the interests of FAS researchers and administrators in discussions with University decision-makers.

Head Contacts:
Kathryn Coughlin (Director of Research Development)
coughlin@fas.harvard.edu, 617-495-6907

Karen Woodward Massey (Director of Education & Outreach)
kwmassey@fas.harvard.edu, 617-496-1261

Patrick W. Fitzgerald (Associate Dean for Research Administration)
pwf@fas.harvard.edu, 617-495-4083

Outreach (Classes, Seminars, Talk Series etc.): For faculty workshops and assistance, contact Kathryn M. Coughlin. For training classes, job aids and grants management resources, contact Karen Woodward Massey at kwmassey@fas.harvard.edu or 617-496-1261.

Contact Info:
1414 Massachusetts Ave, 2nd Floor
Cambridge, MA 02138
Email: coughlin@fas.harvard.edu
Phone: 617-495-6907
URL: www.fas.harvard.edu/~research
Office Hours: Mon.-Fri. 9:00am - 5:00pm
Other hours and weekends by appointment only

Common FAQs:
Contact us to learn more about:
1. How do I find sabbatical funding?
2. How do I find funding for a large, interdisciplinary/cross-school project?
3. How do I assemble a competitive but comprehensive budget for my grant application?
4. How do I find funding for summer?
5. How do I find funding for my research, post-docs & graduate students?
Section 2
Case Studies

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Introduction to Case Studies

Case studies and narratives help explain the digital work being done by Harvard faculty in concert with the digital service and support groups enumerated in part one of this handbook. In addition to adding color and depth to an explanation of the digital humanities at Harvard, these narratives also suggest where digital humanities projects at Harvard may go next.

Aesthetic and Interpretive Understanding 14:
Putting Modernism Together

Submitted by: Harvard Libraries

Project Leaders: Prof. Daniel Albright, Tony Di Bartolo, Christina Svendsen, Christina Phillips, Jeff Nguyen, Mary Beth Clack, Leslie Morris, Liza Vick, Kerry Masteller, Mary Clare Altenhofen, Kelsey McNiff, and Annie Rota.

Online: http://my.harvard.edu/k62320

From the opening seconds of the course trailer, Professor Daniel Albright encourages students in his “Putting Modernism Together” class to delight in the interrelationships of modernist art, music and literature from 1872 to 1927, a fertile period that saw artists push the boundaries of creative media. As one of the first General Education courses to benefit from the Instructional Services Support Team (ISST) program, Albright and the teaching fellows for the course consulted with representatives from the Harvard College Library, FAS IT Academic Technology Group, Harvard Art Museum and IMS Media Production Center about their goals for the course. Lead research librarian Mary Beth Clack worked with librarians in Houghton, Loeb Music and Fine Arts libraries to research the course’s themes and works under study, and to identify relevant materials, tools and experiences for the course. Librarians supported Albright’s teaching with:

- Research Guide: The course research guide (created using iSites and linked to the course website) was authored by research librarians with expertise in music, art and literature. The guide presented concrete research strategies and a rich array of primary and secondary sources, both print and electronic. These materials were available from the first class meeting, providing a tool for independent use, and helping students to build their research skills and experiences.

- Research Instruction: The lead librarian taught research methods during weekly section meetings. By inviting students to locate and explore modernist, Dadaist and surrealist journals of the period, students learned how to identify relevant materials available through various units within Harvard College Library, create their own research strategies and gain experience using various representations—whether original, facsimile or reprint editions—of works throughout the collections. From selected examples, the students also learned about works held in Harvard’s collections in a variety of formats.

- Special Collections: Professor Albright met with Houghton Library’s Curator of Modern Books and Manuscripts to provide students with a truly unique experience—access to the original manuscripts of Joseph Conrad’s Up-river book, a diary of his journey on the Congo River, and the text that inspired Heart of Darkness.

The rich array of Harvard College Library resources, staff and services contributed to fulfilling the teaching and learning objectives of “Putting Modernism Together” and serves as a model for library-faculty collaboration in the General Education Program and beyond. For students, the benefits of this collaboration are clear: a better understanding of the research process, connecting with unique library collections, developing strategies for locating and evaluating primary and secondary sources, and developing relationships with subject experts across the libraries that last throughout their undergraduate years.
Stephen Owen, the James Bryant Conant University Professor, and David Damrosch, Professor of Literature and Comparative Literature, approached FAS’s Academic Technology Group (ATG) to assist them in the creation of digital content for their new GenEd course. They are teaching a two-semester sequence of courses introducing students to world literature. The first semester spans antiquity through the seventeenth century and the second covers the eighteenth century to modern times. The range of languages and cultures covered are sundry and diverse: Greek, Latin, Sanskrit, Chinese, Arabic, Mayan, Korean, et cetera.

Covering topic areas this far ranging is a difficult undertaking. To provide the students with a more solid anchor for their understanding, ATG helped plan and coordinate a project to create a resource-rich web site for the two courses. Course teaching fellows Lindsey Aakre and Christine Lee with the assistance of ATG Presidential IT Fellows (PITFs) Ryan Overbey and Michael Schachter assembled and generated a vast array of content for the course.

Based on discussions with the faculty members and teaching staff, ATG helped identify appropriate technologies and craft a project that met everyone’s goals. As the technological foundation for the course, Ryan Overbey set up a MediaWiki. Created for the now famous Wikipedia, MediaWiki is a highly collaborative environment that provides the staff and students with a web-based canvas upon which to create and share content. Additionally, Ryan installed a timeline tool to enable the teaching staff to create a chronological as well as spatial overview of the texts, cultures, and events dealt with in the course.

Prior to the course, teaching staff were able to comment on texts, to add pronunciations guides, and to link to pages clarifying literary or historical allusions; in other cases, they were able to provide parallel texts, so as to display, for example Virgil’s rewriting of a scene from Homer, or variant translations of a classic text. During the semester, student are now adding their own ideas and becoming co-creators in the overall resource.

The faculty and teaching staff were able to provide some video and audio content from their own collections; other media need to be located. To this end, Michael Schachter worked with the course TF’s and Loeb Music Librarians in tracking down music. However, when preexisting sources were not available, Tony Di Bartolo and IMS Media Production Center provided a sound studio and technicians for creating in house recordings. Lindsey and Christina found native speakers to selections from a variety of world literatures.

In the end, an amazing collection of audio and video recordings were amassed including selections from Virgil’s Aeneid, Voltaire’s Candide, the Hawaiian Song Ka Ulu La’au o Kai, Duro Ladipo’s Oba Ko So in the original Yoruba.

To their great credit, the faculty are very invested in using the web site and media content as part of the course and assignments. At the end of the semester we will be evaluating the student’s uses of these resources to better judge their value and better plan for future projects.
AfricaMap, based on open source software and available to any user anywhere, is an interactive site that will continue to grow over time. It is housed at Harvard’s Center for Geographic Analysis (gis.harvard.edu). The first “beta” phase of AfricaMap is now in progress and was launched in November 2008. Eventually, users will have the ability to add information, comment on the findings of others, and to use the website as an online platform for collaborating with others.

While this implementation is focused on Africa, the technology can be used to organize information for any region of the world, large or small. In fact the same technology has been recently adopted at Harvard for use in several other projects including:

- Boston Research Map (Sociology Dept. and Kennedy School)
- Vermont Map (Earth and Planetary Sciences)
- Harvard Forest Data Map (Harvard Forest)
- EastAsia Map (Dept. of East Asian Languages and Civilizations)

The system is designed to support very large volumes of data and we are starting to leverage the vast holdings of the Harvard Map Collection and other sources inside and outside Harvard. AfricaMap is organized in layers - the Project layer is a start at creating a map of Harvard projects linked to researchers and actual data so that researchers can click on a particular location and find information and data for all projects which describe that geographic location, across disciplines.

By the end of 2009, AfricaMap offers 67 data layers, ranging in year from 1612 to 2008, ranging in scale from 1:2,500 scale to 1:50,000,000 scale, ranging in topic across ethnography, history, demography, economics, infrastructure, development, natural resources. The total data in the system is over 500 GB, including hundreds of thousands of searchable and mappable features, and well over one million place names. This material can be searched and explored by individual layer or by searching multiple layers simultaneously.

The co-PIs for AfricaMap are Professors Suzanne Blier and Peter Bol, Ben Lewis of the Center for Geographic Analysis is the project manager and a key system architect.

The Artemas Ward House and Its Collections: A Collaborative Approach to Creating a Digital Collection

Submitted by: Harvard Libraries

Project Leaders: Prof. Laurel Thatcher Ulrich, Ivan Gaskell, Maggie Hale, and Paula Upton

Online: http://nrs.harvard.edu/urn-3:hul.eresource:artemasw

The Artemas Ward House and Its Collections, is now available for research by Internet users everywhere.

The General Artemas Ward House in Shrewsbury, Massachusetts was the home of General Artemas Ward, first commander-in-chief of the patriot forces, and was occupied by his descendents until 1909. It was opened to the public by one of Ward’s descendents, also Artemas Ward, from 1909 to 1925 when it was given to Harvard University. Harvard currently operates the house as a historic house museum.

In January of 2005, Laurel Thatcher Ulrich, Phillips Professor of Early American History, and Ivan Gaskell, Curator in the Department of Paintings, Sculpture, and Decorative Arts at the Harvard Art Museum, were seeking to increase access to these vital research materials for the benefit of Harvard students and for the public at large. They had been using objects from the house in their teaching and were interested in pursuing ways to use new technologies to unite this dispersed set of primary resource material. By leveraging Harvard’s digital library infrastructure – a set of integrated systems for storage, management, discovery and delivery of digital library resources – and following an extensive collaboration between many Harvard University departments and an external cultural institution, a new digital resource entitled The Artemas Ward House and Its Collections, is now available for research by Internet users everywhere.

The Artemas Ward House and Its Collections includes:

- Over 500 objects from the house, from portraits and furniture to cooking utensils and teapots
- Historical photographs, depicting the Ward family and the house and grounds
- Contemporary views of room interiors and grounds, as photographed in 2007
- A selection of published works by and about the Ward family
- The Artemas Ward House and Ward family papers digital collection, 1724-1933, a collection of digitized manuscripts from the holdings of the American Antiquarian Society, the Artemas Ward House, and private family holdings.

Ongoing support for this project has been provided by the Harvard College Library Collections Digitization Program. Harvard College Library (HCL) staff recognized the value of the Artemas Ward collections and agreed to sponsor the use of Harvard’s digital library infrastructure for the cataloging, discovery, and long-term preservation of a digital collection. That infrastructure is built and maintained by the Harvard University Library Office for Information Systems (HUL-OIS). HCL staff managed the project, arranged for the digitization of AAS and Ward house photographs, manuscripts, and books; undertook the challenging task of photographing hundreds of objects on-site at the Artemas Ward house; created catalog records and finding aids; and worked with a digital projects librarian in HUL-OIS on the use of the Virtual Collections system for access. The Harvard College Library will preserve and maintain the newly created digital collection in perpetuity.

HCL staff worked closely with staff at the General Artemas Ward House in project planning, cataloging, and the digitization of collection materials. Select materials from the Museum’s collections were treated by the Weissman Preservation Center. A digital library software engineer in OIS built and configured a Virtual Collection to harvest and display the collections online. Additional support in the form of funding and planning for the use of digital library systems came from Harvard’s Library Digital Initiative (LDI) program.
The Artemas Ward House and Its Collections was used in the fall 2006 course history 1610: “Confronting Objects, Interpreting Culture.” Students wrote about the history and use of objects at the Ward House. Research for some objects was completed using the digitized Ward family papers from the AAS.

Professor Ulrich is using both the images and the papers this fall in Freshman Seminar 40t: “Investigating an American Quilt.” Ivan Gaskell and Professor Ulrich are also extensively using the materials in their graduate seminar in general education, “Harvard History in World History.” The collections will be integral to a new general education course to be taught in the spring of 2011.

**Foreign Cultures 84: Tokyo**

Submitted by: Harvard Art Museum

Project Leaders: Prof. Ted Bestor, Kelsey McNiff, and Akiko Yamagata

Online: N/A

During the summer of 2009, Professor Ted Bestor and graduate student Akiko Yamagata collaborated with Kelsey McNiff, Director of Academic Partnerships at the Harvard Art Museum, as part of the Museum Instructional Technology Fellows (MITF) Program. The MITF Program is a new fellowship opportunity offered by the Harvard Art Museum Department of Education and funded by the Office of the Provost to support the development of course materials that use technology to integrate the Harvard Art Museum collection into a course curriculum.

As part of this program, Prof. Bestor and Ms. Yamagata developed a series of visual culture modules for Prof. Bestor’s fall 2009 Foreign Cultures course on Tokyo. These modules, which students accessed on the course site, aimed to help students understand a society and culture that may be unfamiliar to them, as well as to help students make connections between visual art and the thematic units of the course. To this end, the visual culture modules focused on topics such as “Edo Desires,” which explored the intersection of ukiyo-e woodblock prints and consumerism, and “19th Century Globetrotting,” which considered photographic representation in an age of increasing interaction between Japan and the West. Each module provided background information on the topic, corresponding image galleries, and recommendations for further reading, as well as viewing guides and exercises with questions linked to course readings, and notes for teaching staff.

In addition to developing digital course materials, Professor Bestor and Ms. Yamagata incorporated original works of art into the FC84 Tokyo curriculum. In collaboration with Anne Rose Kitagawa, Cunningham Assistant Curator of Japanese Art at the Harvard Art Museum, Ms. Yamagata developed an audio guide to support student viewing of the 17th century *House of Pleasure* six-panel folding screen that was temporarily on view in the Harvard Art Museum. Ms. Yamagata also created an online resource connected to this screen, which will support student study of it in future iterations of the course.

Finally, the Harvard Art Museum staff worked with Professor Bestor and Ms. Yamagata to organize two guided viewing sessions for students in FC84 Tokyo to analyze woodblock prints.

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**The Homer Multitext Project**

Submitted by: Center for Hellenic Studies

Project Leaders: Casey Dué (Univ. of Houston), Mary Ebbott (College of the Holy Cross), Neel Smith (College of the Holy Cross), and Chris Blackwell (Furman Univ.)

Online: http://chs.harvard.edu/wa/pageR?tn=ArticleWrapper&bdc=12&mn=1169

The Homer Multitext Project is a long-term scholarly software project under the auspices of the Center for Hellenic Studies that has been in progress for the past eight years. Its editors are Casey Dué (University of Houston) and Mary Ebbott (College of the Holy Cross), and its information architects are Neel Smith (College of the Holy Cross) and Chris Blackwell (Furman University), all of them professors of Classics at their respective institutions.

The idea behind the Homer Multitext Project is as follows. The text of Homer’s Iliad or Odyssey that people read in school is based on the medieval manuscripts of Homer, and that text was constituted with a methodology for textual criticism that was devised for authors like Plato or Cicero, on the notion that the author in question wrote a single, ‘correct’ text which scholars should restore. Starting in the 1930’s, such a view of Homer has been challenged. Milman Parry, an American graduate student at the Sorbonne in the 1920’s, tried to show by internal analysis of the name+epithet combinations in Homeric poetry, that the language of the epics could not be the work of an individual, that it had to be the product of a tradition. He found that each of the major characters in the epics, for instance, had a system of name+epithet combinations that fit into different parts of the dactylic hexameter line, and that these individual, extensive, non-redundant sub-systems were part of a larger system for all characters and objects in the poetry, a system of such scope and economy that no one individual could have created it. Then, at his thesis defense, his director, the historical linguist Antoine Meillet, introduced him to a Slovene, Matija Murko, who had been doing fieldwork in what was then Yugoslavia with illiterate singers who could simultaneously perform and compose epic poems.

Parry, who died at the age of 33 in 1935, and his protégé, Albert Lord, who was professor of Slavic and comparative literature at Harvard until his death in 1991, did several campaigns of fieldwork in that region (from the ‘30’s into the early ’50’s) and amassed on discs and tape a collection of performances by singers who could compose in performance because as young boys they had learned to speak the language of epic song in the South Slavic tradition, a poetic language created by generations of singers interacting with live audiences. Their collection is housed in Widener and is now being digitized by the LDI and put online at http://chs119.chs.harvard.edu/mpc/.

What many Homer scholars have come to understand from this fieldwork and its comparability to the diction of Homeric poetry is that the poetry we call Homer’s was not in any normal sense of the word authored by Homer, but was the product of an evolving tradition, and that as in other branches of folklore, the fixation and textualization of such traditions is a process that evolves over time. Multiformity, to use Albert Lord’s word, is inherent in such performance traditions, and multiformity is in fact reflected in all the forms in which the Homeric poems have been transmitted to us, in the medieval manuscripts themselves, in the marginal notes that they preserve from ancient scholars who observed and preserved variants, in the quotations from
Homer by ancient authors that reflect parallel traditions (not poor memory!), and in the ancient papyri discovered in Egypt since the 19th Century that preserve fragmentary texts of Homer.

The Homer Multitext Project is an attempt, via computer technology, to recover and present not the one voice of Homer’s Iliad and Odysseys, but the many voices of a once living poetic tradition. First, the CHS has been working on the technical infrastructure for this goal, a standard for marking up and accessing the texts of Homer that will make it possible to compare and expose the variations in the texts of the Iliad and the Odyssey and also other such poetic traditions — the protocols would also work to exhibit variations in the editions of Shakespeare, for instance, or even just for the constitution of any corpus of texts. This set of protocols and the software to go with it is called CTS, Canonical Text Services; for technical information on this work, please consult http://chs75.chs.harvard.edu/projects/diginc/home.

What we have also begun is a campaign to produce and publish under open-access licenses high-resolution digital photographs of the medieval MSS. of Homer which are the basis of our modern text and which preserve extensive scholia or marginal notes from antiquity. We have done so for three famous MSS. in the Biblioteca Marciana, and have grant applications in the works to fund photographing two others, two in Madrid and one in the British Library. The images we have taken are freely available for viewing and downloading in raw form or in various sizes of jpegs on the CHS website at http://chs75.chs.harvard.edu/manuscripts/ In addition, the CHS is working on a new edition of the corpus of Homeric papyri that will be consistent with CTS, so that even fragmentary texts like those on papyrus can be compared with more complete editions. Another current project that we expect to bear fruit soon is a web tool called PanDect, whose purpose is to expose all of these materials in a coherent, research-oriented interface, so that a user can view parallel passages in different transmissions of Homeric poetry with clear visual cues about the differences between them, can consult the MS. images when it would be helpful to do so, etc.

Italian 35. Upper-Level Italian I: Parliamo dell’Italia

Submitted by: Harvard Art Museum
Project Leaders: Prof. Elvira Di Fabio, Kelsey McNiff, Patrizia Duggan, and Kyle Hall
Online: N/A

During the summer and fall 2009, Kelsey McNiff, Director of Academic Partnerships at the Harvard Art Museum, worked with Elvira G. Di Fabio and members of her teaching staff, Patrizia Duggan and Kyle Hall, to integrate the Harvard Art Museum collection into the fall 2009 curriculum of Italian 35, an upper-level Italian course. This project was made possible in part by Prof. Di Fabio’s participation in the Museum Instructional Technology Fellows (MITF) Program.

The group developed a series of “Arts Immersion” assignments, which corresponded to each of the two-week thematic units of the course, such as “Student Life” or “Issues of Immigration.” The assignments, based in the Harvard Art Museum galleries, combined listening, speaking, and writing activities.

This project not only integrated visual art into the Italian 35 curriculum, but also used technology in innovative ways. For each thematic unit, students downloaded an audio file from the course iSite that guided their visit to the Harvard Art Museum galleries. Then, through the Harvard Art Museum’s Guide by Cell audio guide system, students used their cell phones to call in personal responses to works of art on view and leave messages, in Italian, in a special voicemail box set up for the course. Next, students continued to develop their ideas about a particular work of art and its connection to the unit theme by recording a video of themselves speaking, using the iSite “Video Publishing Tool.” At the end of each two-week unit, students completed a related written assignment.

The “Arts Immersion” assignments culminated in student research projects about a work of art of their choice on view at the Harvard Art Museum. For these final projects, students created a 2-3 minute audio file discussing the work of art they researched, as well as a related iMovie or Powerpoint presentation.
Beyond Harvard: Outside Resources

Section 3

Beyond Harvard: Outside Resources

Organizations

- Academic Commons (www.academiccommons.org)
- Arts-Humanities Net (www.arts-humanities.net)
- Association of Digital Humanities Organizations (www.digitalhumanities.org)
- CenterNet (www.digitalhumanities.org/centernet)
- Common Language Resources & Technology Infrastructure (CLARIN) (www.clarin.eu)
- Digital Research Infrastructure for the Arts & Humanities (DARIAH) (www.dariah.eu)
- Joint Information Systems Committee (JISC) (www.jisc.ac.uk)
- Maryland Institute for Technology in the Humanities (MITH) (www.mith.umd.edu)
- National Endowment for the Humanities (NEH) (www.neh.gov)
- Project Bamboo (www.projectbamboo.org)
- TextGrid (www.textgrid.de)

Books

- Scholarship in the Digital Age: Information, Infrastructure, and the Internet by Christine L. Borgman

Web Publications and Journals

- Companion to Digital Literary Studies (www.digitalhumanities.org/companion/DLS)
- Digital Humanities Quarterly (www.digitalhumanities.org/dhq)
- Digital Scholarship in the Humanities Blog (www.digitalscholarship.wordpress.com)
- DIGITHUM: The Humanities in the Digital Age (www.digithum.uoc.edu/ojs/index.php/digithum/eng)
- Essays in Humanities Computing (www.digitalhumanities.org/essays)
- Transforming Classical Studies Through Cyberinfrastructure (www.rch.uky.edu/CenterOfGravity)

Reports
