Variations in Public Scholarship Works: Examining The Impact of Three Related Scholarly Digital Projects on Present and Future Resources

Emory Center for Digital Scholarship (ECDS)
Expertise + Resources

ECDS brings together an array of specialists who collaborate on developing innovations in digital scholarship, including:

• Network, statistical, and text analysis
• Digital pedagogy
• Digital publishing
• GIS and mapping
• Multimedia production
• Online exhibits
• Virtual and augmented reality

Our team approach breaks down barriers between these areas of expertise and simplifies the process of establishing partnerships with scholars of all types in support of research and teaching.

Explore the areas of expertise featured in this section and consult our proposal guidelines as a first step in pursuing your own project with us.
ECDS People

- Scholars
- Librarians
- IT Professionals
- Students
- Partners
  - Internal
  - External
ECDS Principles

- Leverage scholarly strengths – collection / faculty / students / region
- Maintain sustainable practices – open source / empowerment
- Design for all – accessibility / digital divide
- Partner in public scholarship
- Collaborate / coordinate
Work in ECDS

- Consultations
- Workshops
- Classes
- Open Source Applications
- Digital publishing
- Scholarly projects
Today’s Path and Objectives

- Three scholarly projects
- Key aspects
- Key similarities
- Key differences
- Observations
- Operational impacts
  - Past, present, & future
After the Belfast Group stopped meeting in 1972, many participants downplayed its importance to the development of their writing. Regardless of its ultimate impact, the writing workshop nevertheless connected many authors in Northern Ireland. The pages linked above visualize these networks of relationships, as well as the writers’ connections to specific places.

The data used to create these visualizations come from the digitized drafts of Group sheets as well as the poets’ collected materials in Emory University’s Manuscript, Archives, and Rare Book Library (MARBL). The Namedropper software developed for Belfast Group Poetry | Networks helped the team tag people and places mentioned in the archival descriptions or poetry with unique identifiers. The computer can now “understand” that Seamus Heaney wrote to Michael Longley and Derek Mahon, as well as writing frequently about County Tyrone. As a result, this “understanding” can be quantified and represented graphically. (A more technical description of the RDi-generation process is available.) The visualizations were created to represent different views on the relationships among Belfast Group participants, including how connected they were to the writing workshop itself. You can also see the network of connections among individual writers and their peers on individual biography pages.
People associated with the Belfast Group

- Ciaran Carson
- Seamus Heaney
- Marie Heaney
- Hannah Hobsbaum
- Philip Hobsbaum
- Brendan Kennelly
- Michael Longley
- Edna Longley
- Bernard MacLaverty
- Derek Mahon
- Paul Muldoon
- Frank Ormsby
The one-degree view of the network shows everyone with a direct connection to the Group. It also shows which of those individuals are connected to one another, for example through correspondence (according to library finding aids), marriage, or mentioning one another in poems. The two-degree view includes people or groups who were connected to members of the Belfast Group. It highlights the wider literary circle in which members of the Belfast Group participated. That said, the network is based on data from the Group sheets and materials in special collections at Emory University and Queen’s University Belfast. Our visualization is therefore limited by the data that we have been able to analyze.

Download network data for this graph as GEXF. Click on the “i” next to “Graph Settings” to learn more about the visualization options.
The thickness of the chords is based on the strength of the connection between the two individuals, and the color of the chord is based on the stronger or more frequent source of the connection, within our data. For instance, the connection between Derek Mahon and Seamus Heaney has Heaney's color because our collections have more letters that Heaney wrote to Mahon than the other way around. In considering these connections, it is important to remember that this visualization can only show the data that we have.

You can mouse over the name of an individual to see only the connections specific to her or him. Clicking on an individual's name will allow you to go directly to their Group sheets or biography, if the latter exists.
In most cases, the nodes represent the authors of Group sheets and show a connection to one or both periods of the Group, depending on when he or she contributed Group sheets. The graph also shows those whose papers include Group sheets but did not author them. Edges are drawn between authors and owners of Group sheets since they presumably attended that particular Group meeting together. In the case of multiple authors of a single Group sheet or of more than one individual having a copy of a Group sheet in his collection, an edge is also drawn between those individuals. The weight of the connection is based on the number of Group sheets authored or owned.

Splitting the two phases of the group like this allows us to see which people were connected to only one phase of the Group and those who participated in both periods.

Download network data for this graph as GEXF. Click on the “i” next to “Graph Settings” to learn more about the visualization options.
A map of all places referenced in our data specific to the Belfast Group and the people associated with it.
What Do We Mean When We Say “Belfast Group”?

*Brian Croxall and Rebecca Sutton Koeser*

In creating a project to investigate the relationships among members of the Belfast Group, it is important to know exactly what that Group is. Being specific about this when creating our data was critical so we could accurately measure who was connected to this thing we call “the Belfast Group.” But, as often happens with humanities data, it turns out that things are a little messy. In this case, while the term originally refers to the writing workshop begun by Philip Hobsbaum, many critics and commentators have also used it to refer to the idea of a Belfast “school” of poets (see Clark 1, 6). Many members of this supposed school—Seamus Heaney and Michael Longley, among others—were, of course, participants in the writing workshop, which adds to the slippage between the two uses. But while it is demonstrably true that a writing workshop existed, it is less clear whether there was any unified purpose that might constitute a school; as Norman Dugdale put it, the “The Group had no manifesto, no corporate identity, no programme beyond providing a forum in which writers […] could produce their wares and have them discussed” (Dugdale et al. 54). For the purposes of this site, then, when we speak of the “Belfast Group,” we mean the weekly writing workshop founded by Hobsbaum and continued by Seamus and Marie Heaney, along with Michael Allen and Arthur Terry.

Even having made it clear what we mean when we say “Belfast Group,” it’s also true that the writing workshop was not a single, consistent entity. Split into two phases and involving a rotating cast of writers—some of whom deny their involvement or its significance—
Belfast Unique Items

- presenting a specific hypothesis
- test commonly held scholarly belief
- scholars who are part of the center publish research article presenting findings
- two primary contributors to the site
- although original site in 2000, 2008 version contained new analysis and related content and code
- ECDS and Library scholars are champions
- 3,500 unique visitors in 2018
Belfast Shared Items

- in-depth scholarly article
- use network analysis as part of hypothesis
- copyright considerations
- allow for download of data (via Github)
- Python Django primary stack
- move from on-premise to cloud hosted
NETWORKS

The network graphs here aim to illustrate literary communities. One graph is generated from Donald Allen's remarks about poetic schools in the introduction to *The New American Poetry, 1945-1960*. Allen associates people, places, and journals with certain schools of poetry: the New York School, the Beats, Black Mountain, and so on. The other network graph visualizes connections among *editors, authors, and translators* of *twelve poetry journals* of the era. *Networking the New American Poetry* seeks to compare the schools Allen describes with the communities detected in the journals' data.

Network graphs are made up of nodes (the points) and edges (the lines that connect the nodes). In the journal contribution graph here, the nodes are journals or people, and the edges represent various relationships. The people are editors, authors, and/or translators with connections to the journals they contributed to, as well as connections to other people. These connections include those between co-editors, co-authors, editors and contributors, and translators and authors.
JOURNALS

Explore runs of twelve different midcentury magazines.

View connections among the journals and their contributors.
JOURNAL CONTRIBUTORS

Track 765 people as authors, editors, and translators.

ALL  AUTHOR  EDITOR  TRANSLATOR

"NAMELESS"  4  58  1
ACHARYA, SUBO  1
AGENOUX, SOREN  2
ALDAN, DAISY  1
ALEXANDER, BOB  1
ROBERT ALEXANDER

A.M.  1
ADAM, HELEN  1
AKUTAGAWA, RYUNOSUKE  1
ALDRICH, MICHAEL  1
ALEXANDER, JAMES  1

ABBOTT, WART  1
ADAMOV, ARTHUR  1
ALBERT, LESLEY  1
ALEX  2
ALLEN, DONALD  1  2
SCHOOLS CATEGORIZED BY DONALD ALLEN

People, journals, and locations associated with schools as categorized by Donald Allen.
Challenging Literary History

In 1945, little magazines were not a new phenomenon for American poetry. Most famously, and enduringly, Harriet Monroe founded Poetry: A Magazine of Verse in Chicago in 1912, which boasts a strong readership to this day. Around 1945, however, a new generation of editors was beginning to make innovative changes to the form of the magazine with the aid of widely accessible reproduction technologies like the mimeograph, spirit duplicator, and xerography. The new technologies meant that almost anyone could publish without having either to vie for an editor’s favor at a large publishing house or to invest in the heavy and expensive machinery previously required to publish texts at any meaningful scale.

American poets took up that torch with considerable energy during a period of escalating sociopolitical tensions that generated strong antipathy toward official institutions, universities not least. These tensions found an expressive outlet, among other places, in poetry published in little magazines. Importantly, the magazines and their poems were geared toward coterie circulation rather than broad distribution, but their topics ranged widely, encompassing everything from geopolitical activism and crude humor to indecipherable in-jokes and what would eventually become canonical poetry.

In an attempt to focus public attention on this wave of countercultural poetry and its thriving text communities, Donald Allen used his position as editor at Grove Press to redress what he saw as conspicuous silences enforced by an official literary culture that overlooked writers like Ed Sanders, Cid Corman, Diane di Prima, Allen Ginsberg,
New American Poetry Unique Items

- Invitation for scholars to explore the collection
- Identify (via branding, look and feel, etc.) with related sites (e.g. Rose library)
- Emory scholar frames and poses question for other scholars
- English faculty and LITS are champions
- Five primary contributors (including former Emory scholars)
- 3,000 unique visitors in 2018
New American Poetry Shared Items

- use network analysis as gateway to collection
- copyright considerations
- overall size of corpus similar to Belfast
- allow for download of data
- move from on-premise to cloud hosted
- Python Django primary stack
- applied lessons learned from Belfast
EXPLORE THE DISPERSEL OF ENSLAVED AFRICANS ACROSS THE ATLANTIC WORLD

This digital memorial raises questions about the largest slave trades in history and offers access to the documentation available to answer them. European colonizers turned to Africa for enslaved laborers to build the cities and extract the resources of the Americas. They forced millions of mostly unnamed Africans across the Atlantic to the Americas, and from one part of the Americas to another. Analyze these slave trades and view interactive maps, timelines, and animations to see the dispersal in action.

Henry Louis Gates introduces Slave Voyages 2.0 and some of its people
TRANS-ATLANTIC
SLAVE TRADE DATABASE

The Trans-Atlantic Slave Trade Database now comprises 36,000 individual slaving expeditions between 1514 and 1866. Records of the voyages have been found in archives and libraries throughout the Atlantic world. They provide information about vessels, routes, and the people associated with them, both enslaved and enslavers. Sources are cited for every voyage included. Users may search for information about a specific voyage or group of voyages. The website provides full interactive capability to analyze the data and report results in the form of statistical tables, graphs, maps, a timeline, and an animation.

INTRA-AMERICAN
SLAVE TRADE DATABASE

The Intra-American Slave Trade Database contains information on approximately 10,000 slave voyages within the Americas. These voyages operated within colonial empires, across imperial boundaries, and inside the borders of nations such as the United States and Brazil. The database enables users to explore the contours of this enormous New World slave trade, which not only dispersed African survivors of the Atlantic crossing but also displaced enslaved people born in the Americas.
Methodology

David Eltis (Emory University), 2018

Introduction

It is difficult to believe in the first decades of the twenty-first century that just over two centuries ago, for those Europeans who thought about the issue, the shipping of enslaved Africans across the Atlantic was morally indistinguishable from shipping textiles, wheat, or even sugar. Our reconstruction of a major part of this migration experience covers an era in which there was massive technological change (steamers were among the last slave ships), as well as very dramatic shifts in perceptions of good and evil. Just as important perhaps were the relations between the Western and non-Western worlds that the trade both reflected and encapsulated. Slaves constituted the most important reason for contact between Europeans and Africans for nearly two centuries. The shipment of slaves from Africa was related to the demographic disaster consequent to the meeting of Europeans and Amerindians, which greatly reduced the numbers of Amerindian laborers and raised the demand for labor drawn from elsewhere, particularly Africa. As Europeans colonized the Americas, a steady stream of European peoples migrated to the Americas between 1492 and the early nineteenth century. But what is often overlooked is that, before 1820, perhaps three times as many enslaved Africans crossed the Atlantic as Europeans. This was the largest transatlantic migration of a people until that day, and it provided the Americas with a crucial labor force for their own economic development. The slave trade is thus a vital part of the history of some millions of Africans and their descendants who helped shape the modern Americas culturally as well as in the material sense.

The genesis and history of Voyages Database is laid out on a separate page. In this essay we wish to alert users to its structure and to its limitations as well as its strengths. The data set contains thousands of names of shippers and ship captains, but it contains almost no names of the millions of slaves carried to the Americas. On the other hand, this web site does provide the African names of and personal information about 91,491 captives who were found on board slave vessels detained by naval cruisers attempting to suppress the slave trade in the nineteenth century. These records can be searched and analyzed using the names interface. Although of limited utility for persons seeking their own family histories, our data set does provide an extraordinary source for historical reconstruction of the history of the African peoples in America. The details of the more than 36,000 voyages presented here greatly facilitate the study of cultural, demographic, and economic change in the Atlantic world from the late sixteenth to the mid-nineteenth centuries. Trends and cycles in the flow of African captives from specific coastal outlets should provide scholars with new basic information useful in examining the relationships among slaving, warfare—in both Africa and Europe—political instability, and climatic and ecological change, among other forces. The data set in its earlier manifestations has already provided new impetus to assessments of the volume and demographic structure of the trans-Atlantic slave trade, and, when the African Names Database is properly interpreted, it will contribute as well to our understanding of slaving routes from the African interior to the coast.
## Slave Voyages

### Trans-Atlantic Slave Trade - Estimates

**Current Query**

- **Tables**
- **Timeline**
- **Maps**

#### Time Frame

Show data from 1688 to 1866

Full extent of coverage by estimates is 1501-1866.

**Apply**  **Reset**

#### Flag

- Spain / Uruguay
- Portugal / Brazil
- Great Britain
- Netherlands
- U.S.
- France
- Denmark / Baltic

**Apply**  **Reset**

#### Regions

Create a Query Link

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Slave Voyages

Trans-Atlantic Slave Trade - Estimates

Current Query: View All

Time Frame:
Show data from 1688 to 1866
Full extent of coverage by estimates is 1601 - 1866.

Flag:
- Spain / Uruguay
- Portugal / Brazil
- Great Britain
- Netherlands
- U.S.A.
- France
- Denmark / Baltic

Regions:
Create a Query Link

Timeline: Number of Captives Embarked and Disembarked per Year

Year: 1808
Embarked: 42,845
Disembarked: 37,554

Historical event: Abolition of British and US slave trades takes effect

1. 1525 First slave voyage direct from Africa to the Americas
2. 1560 Continuous slave trade from Brazil begins
3. 1641 Sugar exports from Eastern Caribbean begin
4. 1655 English capture Jamaica
5. 1695 Gold discovered in Minas Gerais (Brazil)
6. 1697 French obtain St Domingue in Treaty of Rywick
7. 1756 Seven years war begins
8. 1776 American Revolutionary War begins
9. 1789 Bourbon reforms open Spanish colonial ports to slaves
10. 1791 St Domingue revolution begins
11. 1808 Abolition of British and US slave trades takes effect
12. 1830 Anglo-Brazilian anti-slave trade treaty
13. 1850 Brazil suppresses slave trade
14. 1866 Last reported transatlantic slave voyage arrives in Americas

Download Timeline Data
<table>
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<tr>
<th>Voyage ID</th>
<th>Vessel name</th>
<th>Place where voyage began</th>
<th>Principal place of purchase</th>
<th>Principal place of slave landing</th>
<th>Year arrived with slaves</th>
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<th>Captain's name</th>
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Seasonality in the Trans-Atlantic Slave Trade

Stephen D. Behrendt (Victoria University of Wellington), 2008

Provisioning-slaving seasons

Seasonality in Atlantic slaving markets linked closely to food supplies, since merchants, whether African, European, or American, would not purchase large numbers of people they could not keep alive. There were distinct provisioning-slaving seasons in Atlantic regions dependent upon a short rainy season and a staple crop. In more diversified early modern economies, often those with fewer dry months (and hence more evenly distributed rainfall), food production and labor requirements on farms became less seasonal. Provisioning-slaving seasons ebbed during rainy planting months and increased during and after dry season harvests. After crops were harvested and stored, African merchants sold enslaved farmers and provisions to coastal middlemen who, in turn, sold these captives to ship captains.

In Africa, Upper Guinea (from Senegal to the Ivory Coast) and the Bight of Biafra had marked provisioning-slaving seasons. In Senegal and Gambia, millet stocks increased in March-May before the summer rains. May-July was correspondingly the greatest quarter in the Senegambian slave export trade three times greater than in the September-November quarter. Along the Sierra Leone/Windward Coasts, the rice-slave season began in November and supplies of food and people began to dwindle in late April. In spring 1751, south of Sierra Leone, Liverpool captain John Newton Voyage ID 90350, the author of Amazing Grace, purchased late-season rice and slaves. He remarked on April 30th in his logbook, held today at the National Maritime Museum (UK), the season is so far advanced. Sierra Leone/Windward Coast slave exports from March to May almost doubled totals from June to August. In the Bight of Biafra, the season's first yams arrived in markets in July and August; the peak harvest occurred in October, and supplies remained until February or March. September-November slave exports doubled those totals from June-August. Fewer dry months along the Gold Coast or Bight of Benin enabled farmers to often double-crop maize and other cereals. Given greater food supplies, slave exports exhibited less of a seasonal trend. Traders also did not identify provisioning-slaving seasons along the West-Central African coast. With few foodstuffs available for export overseas, the link between harvest cycles and slave supplies is weakest in the South Atlantic African slave producing markets.

The timing of dry season grain and cash crop harvests regulated the New World demand for enslaved African labor. The sugar producing West Indies and Guianas imported more slaves during the December-May corn and cane harvests. In Brazilian sugar-producing centers, such as Bahia, the provisioning-slaving season centered on the drier November-February quarter. During three months of the harvest season, slave import figures ranged from twenty-nine percent of annual totals (Cuba, Pernambuco, Bahia) to forty-four percent (northwest Jamaica). In the smaller non-sugar-growing regions of North and South America, captains disembarked comparatively large numbers of slaves in-season during rainier months. Chesapeake tobacco planters only demanded new migrant farmers during the April-May spring rains, when men and women transplanted tobacco stalks to the fields, and in June-August, before harvesting and curing. The autumn corn harvest provided food stocks to sustain workers forced to produce the annual tobacco crop. In the rice-growing Carolina/Georgia Lowcountry, Surinam, and Maranhão, planters purchased twice as many workers during the four in-crop months.
**Project Team**

Many people contributed to the creation and implementation of this site. They include the following (unless otherwise indicated), Project Development Team members were affiliated with Emory University.

As this site transforms and evolves, team members have also changed. Here are the team members listed by era.

|---------------|------------|------------|

**Executive Committee**

- Alex Borucki - Department of History - University of California, Irvine
- Daniel B. Domingues da Silva - Department of History - Rice University
- Jane Hooper - Department of History - Georgia Mason University
- Nafees M. Khan - College of Education - Clemson University
- Gregory E. O'Malley - Department of History - University of California, Santa Cruz
- Philip Misevich - Department of History - St. John's University
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- David Ellis - ex officio
- Allen Tullos - ex officio

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**Trans-Atlantic Slave Trade Database**

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**Video**

- Nafees M. Khan - College of Education - Clemson University
- Nicholas Radburn - Department of History - Lancaster University, UK
- Jane Webster - School of History, Classics and Archaeology - Newcastle University, UK
- David Ellis - Professor of History - Emeritus, Emory University

**Advisory Board**

- Stephen Behrendt - History Programme - Victoria University of Wellington, New Zealand
- David Ellis - Professor of History - Emeritus, Emory University
- Paul LaChance - Department of History - University of Ottawa
- David Richardson - Department of History - The University of Hull, UK
Voyages Unique Items

- analysis of database via multiple pathways
- deep analysis provided online
- accessible for public scholarship (non-traditional scholar)
- large and growing (number and type) data
- three language translations
- Upgraded UI/UX and code in 2018 from 2008
- provide open educational resources
- multiple sets of team members
- > 300,000 unique visitors in 2018
Voyages Shared Items

- provide data and supportive information for scholars and students
- data visualizations
- allow for download of data
- scholarly articles
- image collections
- Python Django primary stack
- move from on-premise to cloud hosted
BELFAST GROUP POETRY | NETWORKS

The Belfast Group Poetry Networks projects features tools for identifying materials in Emory collections associated with a set of poets.

DIGITAL DANOWSKI: NETWORKING THE NEW AMERICAN POETRY

The New American Poetry uses 10,000+ data points to question key narratives about American literary culture in the 20th century.

VOYAGES: THE TRANS-ATLANTIC SLAVE TRADE DATABASE

Voyages: The Trans-Atlantic Slave Trade Database presents data on the forced migration of 12.5 million Africans aboard transatlantic slave vessels.
Unique Considerations

- Complexity wave creates multiple ripples
  - Design
  - Development
  - Coordination
  - Scholarly outcome(s)
  - Empowerment model
  - Accessibility
  - Sustainability
  - Repository

- Increasing waves = increasing resources
  - People, funds, and time
Collective Items

- Shared methodologies
  - Build on knowledge of network analysis
  - Reveal copyright guides
  - Leverage agile team management

- Cloud hosting
  - Supports consortium model
  - Provides for dynamic management of site
  - Avenues for sustainability and empowerment

- Project coordination and continuity
Lessons Learned

Different approaches to scholarship have “wave impacts”

- Impacts on production resources
- Impacts on technology resources
- Impacts on project management/coordination resources
- Impacts on customers, clients, patrons of the site
- Impacts on sustainability plans
Process Evolution

- Record differences and provide for resource impacts
- Recognize pace of scholarship
- Map process from partnering on proof-of-concept creation to department/school alignment
- Continual refinement of process, but remain linked to principles
- Continue emphasis on community involvement
Thank You

- wayne.morse@emory.edu
- ECDS – digitalscholarship.emory.edu