

Making Space for Affect, Co-Creation, and Care in Digital Humanities Pedagogy

Dr. Andie Silva

York College and Graduate Center, CUNY

- **Slide 1** Title: Making Space for Affect, Co-Creation, and Care in Digital Humanities Pedagogy
- **Slide 2** Image of Meg Ryan in front of a laptop. Caption: The dream of the 90s is alive in AOL.
- **Slide 3** Meme of Meg Ryan and Greg Kinnear sitting together. Caption: You may think this machine is your friend, but it's not.
- **Slide 4** Screenshots of tweets and a headline: Zoom's virtual background feature isn't built for Black faces.
- **Slide 5** Screenshots of [Digital Pedagogy in the Humanities](#) website and [Reviews in Digital Humanities](#) curated pages.
- **Slide 6** Cover images for forthcoming books: [What We Teach When We Teach DH](#) and [Digital Pedagogy in Early Modern Studies](#).
- **Slide 7** Screenshot of website for [Digital Beaumont and Fletcher](#).
- **Slide 8** Screenshot of website for assignment and activities from the [Kit Marlow Project](#).
- **Slide 9** "Feminist Ryan Gosling" Meme showing Gosling's character from *Lars and the Real Girl* and his "real doll" girlfriend. The meme says, "Hey Girl. You've torn down the Yellow Wallpaper of My Soul."
- **Slide 10** Screenshot of the cover for [Data Feminism](#) and the seven principles of data feminism.
- **Slide 11** Section title: Whence Intersectionality? Against performative politics
- **Slide 12** Quotes: "Literary scholars who depend on archival or rare book materials still confront, whether they acknowledge it or not, the legacy of an institutional form through which patriarchal power exercised the authority to determine value, classification, and access"

["Whence Feminism? Assessing Feminist Interventions in Digital Literary Archives"](#) DHQ 7.1 (2013)

"Digital tools are largely Western products, dominated by American and Western European interests; as such they can somewhat colonize the spaces and networks depending on them, including making the Other invisible or tokenized, if not silenced and oppressed." "The Unbearable Exclusion of the Digital." [Disrupting the Digital Humanities](#) (Punctum Books, 2018), 295-319.

- **Slide 13** [Language for a Progressive Academia](#).
- **Slide 14** Screenshot of [Torn Apart/Separados](#) project.
- **Slide 15** Screenshot of [Penn & Slavery](#) project.
- **Slide 16** Screenshot of the [Standing Rock Syllabus](#).
- **Slide 17** Screenshot of [Rise Home Stories](#).
- **Slide 18** Screenshot of Dot's Home, with the summary: Dot's Home, A Single Player game where DOT travels through time to key moments in her family's history to see how individual decisions -- however seemingly inconsequential, let alone right or wrong...
- **Slide 19** Loretta J. Ross [TED Talk: Don't Call People Out, Call Them In](#)
- **Slide 20** Quote from Maria Buitrago:

Who's to say when and how other people should include themselves? Locking and unlocking, moving and removing, open and closing spaces, constantly transitioning using the art of

camouflage is a skill developed and polished by the subaltern. I know. I've done it. We've done it. ... And there is a political, affective, intriguing beauty in those process of becoming. You decide what part of your identity you wish to highlight and you should play around or with the conventions constructed on your society and you should decide when and how and where you find your tribe and want to participate or not. [...] I don't want to exist in a container. And certainly don't want to put other people in containers. It's complicated, and it should be. Because, the other thing with endless inclusivity, is that it tends to present caricatured versions of our identities. It magnifies certain elements and throws out the paradoxes, the uncertainties.

- **Slide 21** Quote from Catherine Knight Steele, *Digital Black Feminism*. New York University Press, 2021. Digital Black feminism is deeply practical and much less focused on a litmus test for participation. Using the space that they have and the people they have relationships with, digital Black feminists advance causes they care about on platforms that may not belong to them.

Digital culture compels Black women to pursue a dialectic of self and community interests and provides the platforms where they can sit with the complexity of these choices.

- **Slide 22** Three screenshots from the account of [Alok V. Menon](#) showcasing a book report on the book *The Invention of Women*. The first screenshot shows the cover of the book; the second screenshot includes a list of points about the book's central argument that the category "women" did not exist in Yoruba culture until after European colonization. The third screenshot shows Menon's citation practices.
- **Slide 23** Section slide: *Intersectional Ethics of Care: Caring with, not for*
- **Slide 24** Quote from Sara C. Motta and Anna Bennett, "Pedagogies of care, care-full epistemological practice and 'other' caring subjectivities in enabling education." *Teaching in Higher Education* 23.5 (2018).

The "affective turn" for critically considering pedagogy in HE foregrounds a holistic sense of education as a relational dynamic, and brings attention as much to the experience of joy, vulnerability, empowerment and powerlessness, for both students and teachers and their role in pedagogical processes of both 'reproduction of hegemony' and its contestation. Thus, we look to emotions and the embodied to explore analytically what emotions and bodies do ...

Emotions and their embodiments thus become central to the construction of knowledge and knowing-subjects, and in particular knowledges about education and pedagogies of inclusion/exclusion, justice/injustice.

- **Slide 25 and 26** Links to collaborative documents: [Messy DH](#); [Black Digital Humanities](#); [Alternate Canon](#); [Blackness, Immobility, & Visibility in Europe \(1600-1800\) – A Collaborative Timeline](#).
- **Slide 27** Image featuring a bullet journal page with a mood tracker. The moods include angry, normal, happy, adventure, anxious, sad, productive, lazy
- **Slide 28** Screenshots of a student project called "Where are the Iraqis in NYC?"

The first image shows a quote: "according to ethnologue.com, there are 25 languages and/or dialects spoken in Iraq. The most common dialect is Iraqi Arabic or Mesopotamian Arabic. For those unfamiliar with Arabic, particularly Iraqi Arabic, well then -- it will all "sound Greek" to them! The second image shows a picture of a traffic light turned green with the quote, "I am an Iraqi living in NY. I live in the area of Woodside, in the borough of Queens." The screenshot shows that there is also a sound recording added to the image. The translated transcription says: "I connect with the Iraqis in NY through the telephone and through social media like Facebook and WhatsApp, etc." and "It's a beautiful experience being an Iraqi, living in New York...the city they call the city of dreams."

- **Slide 29** Screenshots from student project on Covid changes to their old high school. The quote from the screenshot reads:

The first few faculty members to be interviewed have had longstanding positions at this school. When asking them about the changes that have happened, they discussed the setbacks that have been faced by both teachers and students because of the pandemic. Students seem to be suffering from the social-emotional aspect of interacting with each other. Also, the new dependency on technological learning has caused the curriculum to suffer greatly. Students are distracted and it is harder for teachers to bring them back into a school mindset. As someone who attended L.A.M.S, I understand how much of a problem this is for faculty members. Social connections with students are one of the more important parts of being a teacher there. My relationships with my teachers allowed me to learn valuable lessons and allowed me to have plenty of good role models to look up to. It also sucks as someone who is a hands-on learner to see that the lesson plans have shifted to more computer-based learning and less hands-on projects that used to give us a physical representation of how to problem-solve effectively.
- **Slide 30** A screenshot showing the page for Moya Bailey, [#transform\(ing\)DH Writing and Research: An Autoethnography of Digital Humanities and Feminist Ethics](#). DHQ 9.2 (2015).
- **Slide 31** Care-centered approaches:
 - Student-led discussion or responses that specifically task students with curricular and syllabi critique -- "what's missing here?"
 - Small-scale, short-lived digital projects focused on community spaces.
 - Making space for as-needed activities like troubleshooting, addressing anxiety and failure
- **Slide 32** A screenshot of the website, [Queering the Map](#).
- **Slide 33** A screenshot of the article, "[The Invisible Labor of Digital Pedagogy](#)" by Diane Jakacki and Brian Croaxall. Bloomsbury: *The Bloomsbury Handbook to the Digital Humanities*, 2023.
- **Slide 34** Care-centered approaches to project assessment:
 - Class-generated glossary that grows each section -- students seeing the legacy of learning and sharing
 - Offer credit for contributions to class community, like troubleshooting tech issues, preparing screen-recorded walkthroughs, or helping proofread and edit group work
 - Projects for a deliberately small, finite audience help students reconsider what completion or success would look like for their finished work
- **Slide 35** Thank you! With a Meg Ryan GIF fist-bumping the air in excitement.