**Form Name:** Bass Connections Proposal for 2020-2021 Project Teams

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| **Project title:** | **Project Vox** |
| **Primary point of contact for project:** | Andrew Janiak |
| **Which Bass Connections theme are you applying to? Please check all that apply.** | Bass Connections Open (cannot be selected in conjunction with a theme) |
| **Does your project relate to any of the following topics in a substantive way?** | Humanities |
| **Is this project a continuation of a current or previous Bass Connections project?** | Yes |
| **Are you also applying to connect this year-long Bass Connections project with a Story+ or Data+ project in Summer 2020?** | No, I'm only applying for a Bass Connections project |

**2. Project Description**

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| **Please provide brief background/context for the issue this project seeks to address. (1,500 character maximum)** | The standard canon in modern philosophy is entirely male. While this reflects women's status in early modern intellectual life, it ignores the fact that many women published, engaged in philosophical debates, and influenced major figures. Despite growing research and scholarship in recent decades documenting the contributions of early modern women philosophers, the discipline has been slow to incorporate women into its canon. The 2018 Norton Introduction to Philosophy contains nothing written by women between Plato and the 1950s, and the 2019 Modern Philosophy anthology, while including short snippets from women, subordinates them to male writers. This hampers introduction of neglected figures into curricula, since few instructors can conduct original research just to expand a syllabus. |
| **Please provide a brief description of the project approach and goals, including a description of the planned research methods and activities. (4,000 character maximum)** | Project Vox (projectvox.org) seeks to rectify this situation by providing instructors, students, and scholars with open-access, peer-reviewed guides to early modern women philosophers. Through cross-institutional, international collaborations and an interdisciplinary team of students, scholars, and libraries staff, Project Vox has researched and published biographical, bibliographical, and pedagogical content on six philosophers since the website's launch in 2015. Thus far, the site has been successful in reaching a wide audience and in meeting its intended purpose. Just this past year, over 16,000 new and returning users from 146 countries visited the Project Vox website, with many engaging with the site in depth: over 1,000 sessions ran for 10-30 minutes or longer. Instructors report our site has been invaluable as they study and teach these figures for the first time, and they have also encouraged us to continue to expand the range of figures and historical eras we cover. We have also been contacted by scholars, instructors, and students worldwide asking how they can contribute to this project.   An ongoing goal in our work is to build students' understanding of digital humanistic research and publishing by involving them in every aspect of our project, from gathering and synthesizing historical information to engaging instructors and scholars through social media. Indeed, most of Project Vox's success can be credited to student involvement. Graduate and undergraduate students from diverse degree programs (from Masters in Engineering Management to PhD in Political Science) have worked with us to expand their professional experience and garner important skills. Students at all levels have seen involvement with this team-based digital publishing project as a valuable co-curricular experience, providing training and insights not available through their degree programs.  In order to sustain Project Vox's progress, meet the demand for more materials, and support others' involvement, this past year we have been documenting our research and publishing workflows, testing their effectiveness with new team members, and making adjustments as necessary to better enable others to replicate this work. Producing a single philosopher entry requires months of extensive and original research in order to present information that meets scholarly standards and is also accessible to a broad audience. For this reason, it's important for us to develop a transparent and replicable approach to humanistic research and publishing: we want to support broad participation and collaboration in this initiative while maintaining the quality and reliability of our publication. |
| **What are anticipated outcomes from this project? (e.g., publications, website, app, data collection for further research/grant) (1,000 characters maximum)** | Project work in AY 2020-2021 will yield three specific outcomes:   1. Publication of a philosopher entry on Sor Juana Ines de la Cruz, which broadens and diversifies our site by incorporating a Latina intellectual writing in Mexico;  2. Close collaboration with non-Duke scholars to produce the Sor Juana entry, which helps us further improve workflow documentation and extend the research capacity of our project;   3. A Project-Vox-based course project undertaken with Susanna Caviglia (Art, Art History, and Visual Studies), which provides a novel, publicly impactful research opportunity for Duke art history students; and  4. Publication of a philosopher entry on Mary Shepherd.   These are in addition to Project Vox's ongoing outcomes: provide students at all levels (undergraduate, Masters, doctorate) with experience collaboratively producing an open educational resource; and, expand the Project Vox site to include a wider range of early modern women. |
| **Are you also applying to connect this year-long Bass Connections project with a Story+ or Data+ project in Summer 2020?** | No, I'm only applying for a Bass Connections project |

**3. Team Composition**

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| **Team Leaders: Please list all team leaders below, including Name, Title, and Department/School.** | Dr. Andrew Janiak, Professor, Project Vox Co-Director, Philosophy  Dr. Liz Milewicz, Librarian & Department Head, Project Vox Co-Director, Duke Libraries |
| **Team Contributors: Please list all team contributors below, including Name, Title, and Department/School.** | Meredith Graham, Graduate Student, Music  Dr. Susanna Caviglia, Assistant Professor, Art, Art History, and Visual Studies  Will Shaw, IT Analyst, Duke Libraries  Cheryl Thomas, Philosophy Librarian, Duke Libraries  Dr. Mattia Begali, Lecturing Fellow, Romance Studies  Roy Auh, Post-Baccalaureate, Philosophy  Tristan Kelleher, Undergraduate, English   Katherine Owensby, Undergraduate, Classics  Jane Harwell, Graduate Student, English  Qiu Lin, Graduate Student, Philosophy  Damla Ozdemir, Undergraduate, Undecided  Nick Smolenski, Graduate Student, Music |
| **PROJECT MANAGER: Do you plan to assign someone other than a faculty leader as a “project manager” for your team?** | Yes |
| **STUDENT PARTICIPATION: Ideally, how many graduate students would you select to participate on this team? (Numeric responses only, please)** | 3 |
| **Ideally, how many undergraduate students would you select to participate on this team? (Numeric responses only, please)** | 3-5 |
| **What would be the ideal composition of team members for this project? What majors, disciplines, skills, backgrounds, or perspectives would you like to have on the team? (1,200 characters maximum)** | It is difficult to define an ideal disciplinary composition for our project team, since Project Vox attracts and has benefited from participants from a range of disciplines (e.g., musicology, communication, political science). Rather, we can point to key areas of work:   Primary & Secondary Research: Beginning members, such as undergraduate students, conduct basic research (e.g., developing rudimentary biographies and bibliographies from existing scholarship). Advanced members, such as graduate students, conduct archival research.   Image Research: Team members find historically accurate images that portray the life and times of women philosophers. This involves methods and knowledge from art history, library science, and law, as team members ascertain whether images accurately depict the person and era, provide relevant metadata, and determine the appropriate source for obtaining re-use permission.   Outreach & Assessment: To ensure we are reaching our target audience and also to improve the involvement of that audience in our project, Outreach & Assessment team members conduct social media campaigns, gather Google analytics data, and conduct assessments. |
| **EXTERNAL PARTNERS: Will your team also include any external organizations or individuals as either partners, clients, study subjects, beneficiaries of the work, etc.?** | Yes |
| **Please name the individual(s) and/or organization(s), and provide a brief description of how you intend to engage them in the work. Please also note whether any of the team leaders have previously partnered with the individual(s)/organization(s), or whether this would be a new relationship. (1,200 character maximum)** | Since 2015 we have partnered with scholars in the U.S. and Canada to develop curricular and research materials on the history of philosophy (http://www.newnarrativesinphilosophy.net/). Our primary role in this partnership has been the continued development and expansion of the Project Vox website as a resource for teachers, scholars, and students. Several of our grant partners also serve on Project Vox's international Advisory Board, whose members advise on philosophers to include on our site and review new content before it is published.     Next year we plan to partner with two Mexican philosophers-Dr. Sofia Ortiz-Hinojosa (Vassar) and Dr. Sergio Gallego (CUNY)-for an entry on Sor Juana Ines de la Cruz, a poet and philosopher writing in Latin and early modern Spanish and an historical figure of great renown in Mexico. With these scholars we will produce a new entry tackling the fascinating life and work of Sor Juana and also further test the transparency and replicability of our research workflow as we work with them remotely. |

**4. Project Approach**

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| **Team approach: How will you facilitate collaborative research on the team? How often and in what format will the team meet? How will you divide tasks? How you will ensure effective management of the project (e.g., appoint a student as a project manager, assign that role to a faculty leader, etc.)? (1,500 character maximum)** | Every fall and spring we hold retreats for new and returning team members, to consider past and future work and set goals for ourselves in the coming year. At these meetings, individuals share their aspirations, suggest roles they might like to adopt, and choose sub-teams (e.g., Outreach & Assessment; Research; etc.).   Our team holds weekly in-person meetings to discuss some aspect of the project's current state or future configuration. For instance, a student might present her research on a new figure that the website will soon expand to cover; our technical lead might walk us through issues in the software underlying the site; our assessment analyst might discuss the results of a user survey; and so on. The Project Manager circulates agendas ahead of meetings (using the team's Sympa list), along with any background materials necessary to ensuring everyone's ability to participate (saved to the team's Box folder). Through scheduling time for individuals to lead discussions to facilitating during the meeting, the project manager ensures broad participation.   We also hold working meetings, either for sub-teams (who often coordinate their meetings with the Project Manager) or for the team as a whole. Such collaborations-e.g., content uploads for a new philosopher launch-involve extensive learning: as we discuss our work, we gain greater exposure to the full range of tasks and expertise required to publish an open educational resource. |
| **Student opportunities: What might students gain from their participation (e.g., conducting research directly with subjects, contributing to publications, using language skills)? What unique and differentiated learning opportunities would be available for graduate students? (1,500 character maximum)** | **Undergraduate learning opportunities (some examples - not exhaustive)**  1. Basic researcher: learn and practice independent research skills (e.g., searching in subject-specific databases; using a citation management tool); learn about early modern Europe; recognize and apply different approaches to discovering and assessing information; provide descriptive metadata and rights information for images.  2. Advanced researcher: organize and synthesize information from a range of sources; write drafts of copy for inclusion on the website; develop preliminary arguments for a philosopher's impact.  3. O&A Team member: help to track our social media presence (e.g., on Twitter and Facebook); analyze site traffic using Google Analytics; read and copy-edit posts for the website blog.  **Unique and Differentiated Learning Opportunities Available for Graduate Students (some examples - not exhaustive)**  1. Full-time Project Manager: Learn to manage a team of faculty, staff, and students; plan meetings; organize workflow; track the use of funds; identify sources of grant funding and contribute to proposal development.   2. Advanced researcher: travel to archives to conduct original research; translate manuscripts from French, Latin or German; write copy for the website.  3. Outreach & Assessment Coordinator: collect, curate, and publish posts for the website blog; plan outreach campaigns for new material; communicate directly with the community; present at scholarly conferences; etc. |
| **Timeline and milestones: Identify the timeline for the project, including start, completion and major project milestones.** | The following timeline includes some milestones and activities from the current project year that have implications for next year's work.   **Spring 2020:**  • Publish and promote Anna Maria van Schurman entry • Synthesize Mary Shepherd research and conduct internal team review of entry • Review feasibility study for Sor Juana Ines de la Cruz entry; contact outside scholars to discuss plans and process for research and writing entry (e.g., translations; original research) • Conduct online survey to assess current audience demographics and use of site • Recruit team members and Project Manager for 2020-2021 project year  **May 2020:** • Project Vox Spring Retreat (full team meeting, including new members, to review previous year's accomplishments and clarify roles, goals, and timeline for upcoming year) • Meet with outside scholars to review Project Vox workflows, establish timeline and processes for researching and writing an entry on Sor Juana  **Summer 2020:** • Planning for AY20-21 course(s) involving Project Vox  • External review of Mary Shepherd entry  • Graduate student travel to European archives to conduct research  **Fall 2020:** • Project Vox Fall Retreat (full team meeting to clarify roles, goals, and timeline for academic year) • Finalize, publish, and promote Mary Shepherd entry  • Research Sor Juana entry with external collaborators • Begin feasibility review for new philosopher entry  **Spring 2021:** • Implement course-based approach to conducting research for Project Vox • Synthesize Sor Juana research and conduct internal team review of entry • Determine next philosopher entry to research and publish  **May 2021:** • Project Vox Spring Retreat (full team meeting, including new members, to review previous year's accomplishments and clarify roles, goals, and timeline for upcoming year) • Post-project assessment with outside scholars to review Project Vox workflows and gather feedback on how to improve this process with future research collaborators • Post-course assessment with instructor(s) to gather feedback on how to improve course-based approach to conducting research for Project Vox |

**5. Project Details**

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| **Does your proposal include travel for students beyond the Triangle?** | Not sure yet |
| **Does your project proposal include opportunities for students to conduct research during the summer?** | Yes, Summer 2020 |
| **Please include some additional information about the nature of the summer research opportunity:** | There is a possibility that students can conduct research during Summer 2020 under the supervision of Professor Janiak, but this is not required for participation in the team. Such research could qualify for credit through an independent study course, which will take place during Summer Term I or II, in which case students should expect to work roughly the number of hours it takes to take one class. Additionally, summer would provide opportunity for archival research (typically to European archives, though Mexico is another possibility to support research on Sor Juana). |
| **Will your team be interacting with minors through this project?** | No, we do not plan to interact with non-Duke minors |
| **Does this project relate to any in-progress invention disclosures with the Office of Licensing and Ventures (OLV )?** | No |

**6. Budget Estimate**

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| **Total Budget Request (numeric response only, please):** | 22,233 |
| **You may upload a budget table here, or you may complete the fields below.** | <https://www.dropbox.com/s/dokgbg8kyeg0kku/ProjectVox_81765287_2019_BC_PV_Budget.pdf?dl=0> |

**Additional Questions for Continuing Projects**

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| **You noted in section 1 that this proposal relates to a current and/or previous Bass Connections project. Please provide the name of the project to which this proposal relates.** | Project Vox |
| **How do you anticipate that this proposed project will build on your current and/or previous related Bass Connections project? How will it differ? (1,200 character maximum)** | This year we piloted two approaches to involving instructors and students in producing Project Vox; these will inform next year's efforts to build classroom-based opportunities for students to contribute to Project Vox, a new direction for the project. First, this fall Duke undergraduates in Professor Susanna Caviglia's art history class have been conducting original research on philosopher portraits featured on Project Vox. The students' analysis has already led to some useful insights into how these women were represented (or represented themselves) through portraiture; we will be working with her to decide how best to review and incorporate this information into the site and to credit the students for their work. Second, we were contacted by Theresa Helke (Smith College), who was interested in having students in her Philosophy of Language course translate texts for Project Vox. We provided her with brief texts (e.g., correspondence) that matched her students' language expertise. At semester's end, we will assess the quality of the translations and work with her to consider the feasibility of this approach and ways to adapt this model going forward. |
| **What are the most important outcomes to-date of your current and/or previous related Bass Connections project? (1,200 character maximum)** | Through work with Library and Information Science Masters students (based out of programs at UNC Greensboro and at North Carolina Central University), we have better defined how to research, describe, and ensure appropriate re-use of images for the site. Images research for Anna Maria van Schurman has demonstrated the value of this documentation, and we are now beginning to use it for our next entry (on English philosopher Mary Shepherd).   We are also on schedule to publish a new philosopher entry on Anna Maria van Schurman: the draft entry, including images, will receive an external review in mid-November, and we expect to publish the final version by early spring 2020. This entry also benefitted from our work with Duke professor Susanna Caviglia, who provided valuable input on the historical significance of van Schurman's self-portraits.   Finally, we continue to be proud of the fact that Project Vox is a student-run publication: while we rely on scholar reviewers to ensure quality and accuracy, we rely on students to research, write, publish, and promote new philosopher entries, which Project Vox has been producing annually since 2017. |
| **What challenges has your current and/or previous team encountered and how would you address any such issues if funded next year? (1,000 character maximum)** | Thanks to better documentation of research workflows, we've made much progress towards one pernicious challenge: consistency and replicability of effort. Also, this year we're incorporating discussion and review of documentation into regular team activities (e.g., plus/delta discussions of documentation at weekly team meetings; blog posts to help raise awareness of the value of documentation to long-term projects) and plan to continue next year.   Researching images is still a complicated process, but we made substantial improvements this year by improving documentation (e.g., file-naming schema; templates) and, specifically in the case of Anna Maria van Schurman, by partnering with Professor Caviglia's art history class. This latter partnership developed organically and thus far has proven so beneficial to the students and us alike that we're building it into our plans for the next project year, with the goal of making such course-based research an ongoing part of Project Vox. |