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Advancing Digital Health Humanities Institute

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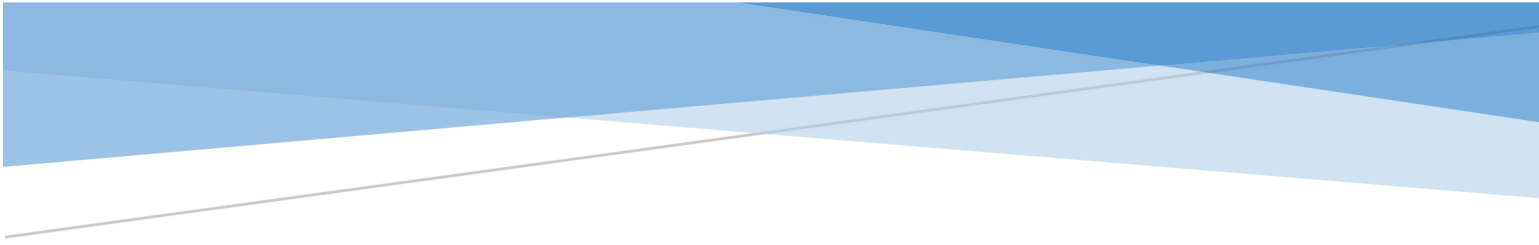
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THE ADVANCING DIGITAL HEALTH HUMANITIES INSTITUTE

Institutes for Advanced Topics in the Digital
Humanities Grant HT-293880-23

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October 2026

UCSF Library



NATIONAL
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FOR THE
HUMANITIES

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Project Summary

The Advancing Digital Health Humanities Institute (ADHHI) was a two-year research incubator funded by the Office of Digital Humanities' (ODH) Advanced Institutes in the Digital Humanities. The program ran from April 2024 to June 2026, and it supported ten early-phase digital humanities (DH) projects focused on the human experiences of health. The goal of the ADHHI was threefold:

- 1) To encourage conversations between health humanists and digital humanists, growing the interdisciplinary digital health humanities subfield.
- 2) To develop curriculum designed to support digital research in the health humanities. This curriculum covered broad methodological needs related to computational research, as well as specific issues related to research into health, wellness, healthcare, and biomedical knowledge creation.
- 3) To seed research from established and emerging scholars that will inform the continued development of the digital health humanities.

To meet these goals, the ADHHI ran a series of workshops introducing participants to new digital methods, ethical frameworks, and research workflows. These included a plenary session in September 2024, a week-long, in-person practicum session in November 2024, multiple online sessions in September 2025, and a two-day symposium in February 2026. These sessions were planned by the ADHHI's co-directors, Polina Ilieva and Sean Purcell, and included workshops taught by archivists and library professionals at the University of California, San Francisco (UCSF) Library and Archives and Special Collections, including Geoff Boushey, Emma James, Lisa Nguyen, and Rachel Taketa. Additional curriculum was developed by outside consultants—Caterina Agostini (Indiana University & Rutgers), Lyra Monteiro (City University of New York), and Vanessa Elias (University of Texas San Antonio)—and guest speakers—Zachary Bleemer (Princeton University), Jennifer Brier (University of Illinois Chicago), Cristin Kearns (UCSF), Lan Li (Johns Hopkins University), Kirsten Ostherr (Rice University), and Susan Powell (University of California Berkeley).

Project Origins and Goals

The Advancing Digital Health Humanities Institute (ADHHI) emerged in conjunction with initiatives at the UCSF Archives and Special Collections and the National Endowment for the Humanities (NEH). For more than a decade, UCSF Archives and Special Collections has advanced archives-as-data approaches to its historical patient records and AIDS History Project collections, laying the groundwork for Digital Health Humanities at UCSF. These efforts, together with growing recognition of the importance of the arts and humanities in health professions education and research, led to the approval of the Digital Health Humanities Pilot Program in 2020–21, supported by the UCSF Committee on Library and Scholarly Communication (COLASC) and the Chancellor's Fund. Implementation was delayed by the COVID-19 pandemic, and the pilot was formally launched in January 2023 within UCSF Library's Archives and Special Collections. The pilot expanded UCSF's archives-as-data work and established a framework for applying digital humanities methods to health sciences research, education, and the study of medicine within its social, cultural, and historical contexts.

This term "archives-as-data" refers to an emerging framework for rethinking how archival materials can be used in computational research. Archives, like UCSF's Archives and Special Collections, hold millions of unique primary sources that hold different forms of data. Data, as

we use the term, refers to concrete, uniform materials that can be ingested and processed by digital tools. This can be in the form of textual information tokenized for use in computational text analysis or topic modeling, extractable uniform data in the form of addresses, dates, or bibliographic information, or looser data accessible through hands-on encoding or dataset building practices, like those used for the Text Encoding Initiative (TEI) or network analysis projects. More simply, archives-as-data frameworks see the archives as computationally useful, holding secrets that can only be uncovered through large-scale analysis.¹

The Digital Health Humanities Program at UCSF sought to connect the UCSF Archives and Special Collections' archival data resources with humanities scholars engaging in conversations about health and wellness in America and across the world. The humanities, as an open collection of disparate disciplines drawn together through an attention to hermeneutics and social constructivism, offered frameworks to understand historical documents in their cultural contexts, and the digital humanities, with its focus on digital methodologies, offered a bridge between these open-ended frameworks and the logics of scale and computation necessary for cutting-edge digital research.

The Archives and Special Collections were invited by the Office of Digital Humanities (ODH) to submit a proposal to the National Endowment for the Humanities (NEH) in 2023. While the team at UCSF had originally hoped to apply for a larger grant, focused on building a digital health humanities lab, it was recommended to first begin with a smaller grant program: the Institutes in Advanced Topics in the Digital Humanities. The ADHHI was developed to serve the needs and interests of the ODH, as well as the emerging Digital Health Humanities subfield, bridging interest and expertise between the method-focused digital humanities and the ethical, historical, and cultural interests of the health humanities.

Project Activities, Team, & Participants

Project Activities

The two-year Advancing Digital Health Humanities Institute (ADHHI) was originally slated to run from March 2024 to February 2026, with the majority of its programming slated for summer 2024 and summer 2025. The timeline was adjusted for two reasons. The first reason was that the previous Digital Health Humanities Program Coordinator left the position before the ADHHI began, which meant the Institute's start had to be delayed until another Program Coordinator could be hired. This was accomplished in early 2024, and the ADHHI started in earnest in April 2024. Because of its later start, the Institute's proposed timeline, which centered on summer sessions, had to be delayed into the fall of that year.

The second adjustment occurred following the grant's termination by the National Endowment for the Humanities (NEH) in April 2025 and was followed by its reinstatement in July of the same year. These actions led to a gap in the programming in early 2025, as well as an extension of the grant through June 2026. The ADHHI operated on the following timeline:

- Institute Planning and Recruitment Phase: April 2024 – July 2024
- Plenary Sessions: September 4, 2024 – September 5, 2024
- Practicum Sessions: November 4, 2024 – November 8, 2024
- Grant Terminated: April 2, 2025
- Grant Reinstated: July 2025
- Online Virtual Sessions: September 19, 2025 and September 26, 2025
- ADHHI Symposium: February 19, 2026 – February 20, 2026

¹ Mordell D. Critical questions for archives as (big) data. *Archivaria*. 2019;87:140-161.

Institute Planning and Recruitment: April 2024 – July 2024

The ADHHI began in earnest in April 2024. At the start of the program, there were two pressing needs: 1) to reschedule the ADHHI's program of events, and 2) to review the curriculum that had been originally proposed in the initial grant. The revision to the curriculum was forced by the change in schedule, as the original consultants for the program were unavailable to attend the practicum sessions planned for fall 2024. This turned out to be a boon to the program, as it enabled the ADHHI team to reassess the curriculum with fresh eyes and bring in different specialists to help reshape the program.

The revised schedule we detail below was designed with three foci: 1) The final awarded projects skewed heavily to the health humanities, meaning an increased technical onboarding process was required. 2) The program's digital humanities curriculum was quite robust, but the health humanities inputs were lacking. A focus on research ethics was our solution, as it linked closely to problems of data privacy and the longer history of bioethics. We brought in Dr. Lyra Monteiro as a consultant to help with these lessons. 3) The program was scaffolded with foundational digital aptitudes in mind, but the program lacked more complex proficiencies. To address these concerns, we hired Dr. Caterina Agostini as a programming language and digital textual analysis specialist.

When we released our call for participants in May 2024, we focused on the opportunities afforded by conversations among scholars from a variety of fields and levels of expertise. As part of our advertising efforts, we included an information session on the program, as well as suggestions on how to write a strong proposal for the scholarship committee to review. We felt that digitally savvy scholars might find it easier to draft competitive proposals, and so our education efforts were designed to help computationally curious researchers pen stronger applications. The applications were designed to prioritize non-technical aspects of a research project, research questions, discursive interventions, and broad feasibility—rather than proficiency with established digital methods. The ADHHI's curriculum covered a range of digital methods, and we targeted our materials to draw in digital novices alongside more technical specialists.

One of our main concerns during the application phase was the use of generative artificial intelligence (generative AI) in the research projects, specifically the use of these technologies with potentially sensitive health information ranging from private information shared with researchers in interviews or archival research, to Health Insurance Portability and Accountability Act (HIPAA) protected health information (PHI). We were concerned that some scholars, new to either digital research or the protocols protecting human subjects in biomedical research, might share protected information with an unprotected, large language model (LLM) platform not designed to handle PHI. We have included the questions for submissions, as well as the rubric for scoring submissions, as part of the appendix.

In all, we received 16 applications and accepted ten projects. More information about the awarded projects can be found in the Participants section below.

Plenary Sessions: September 2024

The plenary sessions were designed to onboard our scholars to the themes and structure of the ADHHI. We gathered for three virtual sessions on September 4th and September 5th. The workshops were as follows:

Orientation

This was an icebreaker and expectation-setting lesson, where awardees learned about the program and their colleagues.

Project Road Mapping Workshop

The awardees were given written feedback on their proposals, and this activity had them reflect on this feedback alongside other awardees with similar themes.² The roadmap templates have been included in the appendix.

Introduction to Command Line

This was the plenary session's only technical lesson. The goal for this workshop was twofold: 1) to train the awardees in the use of the command line, a specific skill that can cause early roadblocks for digital novices, and 2) to help get a sense of the technical aptitudes of the group.

Practicum Session: November 4, 2024 – November 8, 2024

The week-long practicum was held in the first week of November 2024. The program was scaffolded to begin with conceptual and technical foundational learning early in the week, before building to more highly technical lessons mid-week, and concluding with lessons on digital project management.

Ahead of the practicum, the awardees were all required to meet with the program co-director for a one-on-one consultation.³ These consultations served as early-phase check-ins to see where each awardee was in their project ahead of the practicum, and they also provided an opportunity to seed the ADHHI's ethical curriculum. Ahead of the consultations, we encouraged the awardees to fill out two worksheets—a worksheet on research positionality and a worksheet on their proposed data plan. (Both worksheets can be found in the appendix.) Taken in tandem, our goal was to encourage our awardees to think about their relationship to the data they worked with and to begin to seed ideas of the social construction of data in the curriculum.

The practicum included lectures by three scholars—Dr. Cristin Kearns of UCSF, Dr. Zachary Bleemer of Princeton, and Dr. Caterina Agostini of IU. (We have included the abstracts of all invited speakers as part of the appendix.) We have outlined, in brief, the practicum workshops below. A full schedule can also be found in the appendix.

Data Basics: Organizing and Working with Digital Data – Led by Sean Purcell

This lesson was an introduction to the concept of the social construction of data, with a focus on how to think about the transformation of data between different digital tools and platforms.

Low and No Code DH – Led by Sean Purcell

The Low and No Code workshop taught the awarded scholars about some of the most common digital methods—computational textual analysis, GIS mapping, and network analysis—through analog means. The awardees created research questions and sketched out their ideas on sticky note easels.⁴

Research Ethics Workshop – Led by Lyra Monteiro

² This lesson framework was originally developed by Pouyan Shahidi at Indiana University's Institute for Digital Arts and Humanities.

³ These sessions were not always one-on-one. In some cases, when the UCSF team had concerns about the ethical considerations of a project, the sessions included support from Dr. Lyra Monteiro, who has specialized expertise in projects involving vulnerable populations.

⁴ This workshop was developed from Dr. Kalani Craig's pedagogy workshop of the same name. Sean Purcell and Vanessa Elias have further developed this workshop, presenting it at the Society for Cinema and Media Studies Annual Conference in April 2025.

This workshop taught the awardees about community-based methodologies as a means to train them about working with especially sensitive research. It was developed from the hands-on work Dr. Lyra Monteiro has done as part of the [Finding Ceremony](#) repatriation project.

Tabular Data Basics – Led by Sean Purcell

This workshop taught the awardees about tabular data platforms like Microsoft Excel. The workshop started from the very basics—Excel formulas and math—to more complex referencing formulas—CONCATENATE and VLOOKUP.

Turning On Python; Tabular Data with Pandas – Led by Geoff Boushey

This workshop was developed from Geoff Boushey's quarterly Python workshops. It taught the basics of how to get Python running in a platform like Jupyter Notebook and basic fundamentals for coding in Python.

Metadata Seminar & Collection Builder – Led by Emma James, Lisa Nguyen, and Rachel Taketa

This afternoon-long session was composed of two units: an introduction to metadata and a hands-on Collection Builder workshop. The lesson on metadata was developed by Emma James and Rachel Taketa. Lisa Nguyen developed the Collection Builder workshop and led the awardees through the hands-on activities.

Introduction to AntConc – Led by Caterina Agostini⁵

This lesson taught the awardees about the basic concepts behind computational text analysis, using AntConc as a hands-on learning tool.

Text Analysis in Python – Led by Geoff Boushey

This lesson built on Geoff Boushey's other Python lesson, and it incorporated a lesson on artificial intelligence (AI)-based inscription skills.

Text Analysis in R – Led by Caterina Agostini

This lesson built on the groundwork laid by Geoff Boushey's Python lessons, but it focused on the programming language R, and it included a heavier focus on the principles that guide computational textual analysis.

GIS Basics – Led by Sean Purcell

This lesson taught awardees about geographic information systems (GIS) through a hands-on activity using QGIS. The lesson was developed using the official tutorial as a model. We chose the open-source tool QGIS, instead of ArcGIS, because of the difficulty we had getting our UCSF scholars access to the university's institutional ArcGIS platform.

Introduction to Network Analysis – Led by Sean Purcell

This workshop was originally designed to be taught using the pedagogical network analysis tool [NetCreate](#); however, we encountered issues related to UCSF's web security tools. We ended up having to pivot to the use of Gephi in this workshop, but this ended up being a boon as it helped seed concepts for the workflow activities later in the week.

Workflows for Mapping Projects – Led by Sean Purcell

This workshop taught the awardees about project workflows, helping them think about how different tools use different kinds of data. It also taught them how to prototype workflows and how to assess problems early on in a research project.

Cleaning Data in OpenRefine – Led by Caterina Agostini

⁵ The AntConc introduction was originally scheduled for this period in the practicum sessions, but it ended up being delayed to the final day due to unforeseen, external events earlier that week.

This lesson taught the awardees how to process and clean data using the tool OpenRefine.

Reflection Session – Led by Sean Purcell and Developed by Lyra Monteiro

This final session was designed to help jump-start the awarded scholars' projects following the practicum week. It involved hands-on brainstorming activities and the development of a proto-charter—a document outlining each aspect of a digital research project.⁶ (Worksheets from this session can be found in the appendix.)

Virtual Sessions: September 2025

The ADHHL's virtual sessions were designed to be a supplementary series of lectures and workshops to help cover additional skills and aptitudes related to the awardees' projects. It was also a moment to check in with our awarded scholars to see how they were doing in the months following the intensive practicum sessions.

We originally designed these sessions to run in Spring 2025, inviting Dr. Jennifer Brier of the University of Illinois Chicago and Dr. Lan Li of Johns Hopkins University to speak on their research. (Abstracts on their presentations can be found in the appendix.) We also invited two speakers to give workshops on digital tools: Dr. Caterina Agostini developed a lesson on the International Image Interoperability Framework (IIIF), and Susan Powell, the University of California, Berkeley Mapping and GIS Librarian, to give a lesson on ArcGIS. Susan Powell's lesson was especially needed, as we were unable to use ArcGIS during the practicum week.

This schedule of events was derailed when the National Endowment for the Humanities (NEH) grant funding for the ADHHL was terminated in April 2025. When the grant was reinstated in July 2025, we rescheduled these events for September of that year. Summaries of the workshops can be found below.

Re-Orientation Workshop – Led by Sean Purcell

This workshop was designed to help get the awardees back on track following the grant's termination and reinstatement. It involved hands-on reflection sessions and honest conversations about the impacts of the termination.

Introduction to ArcGIS – Led by Susan Powell

This workshop covered the basics of geospatial data, beginning with mapping principles and ending with a hands-on ArcGIS activity.

Introduction to the Image Interoperability Framework (IIIF) – Led by Caterina Agostini

This workshop introduced the scholars to the Image Interoperability Framework (IIIF).

Symposium: February 19, 2026 and February 20, 2026

The awardees presented their final projects as part of a two-day symposium. On the first day, the awardees participated in workshops and conversations about their work, the digital health humanities, and the future of the ADHHL. On the second day, the awardees presented their work, alongside a keynote speaker, Rice University's Dr. Kirsten Ostherr. (Abstracts for each of these presentations can be found in the appendix.)

An important note for this phase of the symposium was that the scheduled workshops were adjusted based on participant feedback during the February 19th sessions. The original

⁶ The protocharter was a revision of the Project Charter worksheet developed by Dr. Kalani Craig, Michelle Dalmau, and Vanessa Elias at Indiana University's Institute for Digital Arts and Humanities.

plan had been to revisit the ethics workshops from the practicum sessions; however, the awardees wanted to have a more in-depth conversation about disruptive digital technologies, the ideologies that guide those technologies, and the purpose of digital humanities scholarship in general.

The workshops from the symposium were as follows.

Return to Data Ethics – Led by Sean Purcell and Developed by Lyra Monteiro

This workshop returned to themes and ideas outlined in the ethics workshops from the practicum, encouraging the scholars to think about the people their research impacts.

This workshop was also designed to help the scholars think about how their work could be grown in spaces of advocacy and support for communities impacted by the scholars' research.

Impromptu Discussion on Digital Technologies

This conversation centered around contemporary crises in digital research and scholarship, with conversations about data privacy, generative artificial intelligence (generative AI), and the purpose of humanities scholarship in these fields.

Next Steps Conversations – Led by Sean Purcell

We finished the symposium's workshops with a short conversation about next steps for the program, asking if we wanted to continue to work on digital health humanities research and what that future might look like.

Toolkit and Deliverables: March 2026 – June 2026

The ADHHI ended at the end of June 2026. In the four months following the symposium, the awarded scholars finished their projects and delivered them to the ADHHI's co-directors. These materials were then submitted for preservation on the University of California's eScholarship platform. As the awardees finished their work, the ADHHI team worked on their deliverables: 1) a white paper, and 2) the Digital Health Humanities Toolkit (DHH Toolkit), an online collection of lessons developed for the program.

The DHH Toolkit was developed as an open educational platform on GitHub Pages. To assist with this work, the team hired a digital health humanities intern, Tasha Hutnick. Hutnick, who specialized in digital publishing and static websites, worked for two months (from February 2026 to April 2026) developing the front end and back end of the toolkit.

Project Team:

Co-Directors: Polina Ilieva and Sean Purcell

UCSF Archives and Special Collections/Library Staff: Geoff Boushey, Emma James, Lisa Nguyen, Rachel Taketa

Consultants: Caterina Agostini, Vanessa Elias, and Lyra Monteiro

Speakers: Zachary Bleemer (Princeton), Jennifer Brier (University of Illinois Chicago), Cristin Kearns (UCSF), Lan Li (Johns Hopkins University), Kirsten Ostherr (Rice University), Susan Powell (UC Berkeley)

Internship: Tasha Hutnick (City College of New York)

Administration: Henry Chan (Business Analyst, EVCPO), Timothy Miller (Contracts and Grants Accounting | Research Administrator), and Christine Kinder (Grants Officer - Office of Sponsored Research)

Participants And Projects:⁷

Sutina Chou (PhD Student, UCSF) – “Out of Sight, Out of Time: A History of the World Health Organization’s institutional Engagement with Non-Biomedical Practices of Health and Healing”

Ed Cueva (Professor of Classics and Humanities, University of Houston-Downtown) - “Examining Horror-Related Language in Early HIV/AIDS Discourse”

Kaylen Dwyer (Digital Humanities Librarian, Tufts (now with The University of Kansas)) – “Grounding Exercises: Embodied Data and Visceralization of Dissociative Experiences”

Dan Kabella (Postdoctoral Fellow, UCSF) – “Co-Designing a (counter)Map and (counter)Storyboard Prototype of Opioid Industry Harms in San Francisco”

Mallika Khanna (PhD Student, Indiana University (now with Rice University’s Medical Humanities Research Institute)) – “Racial Wellness and Healing: From BIWOC Feminist Organizations to Racial Trauma 'Experts'”

Eana Meng (MD-PhD Candidate, Harvard) – “The People’s Doctor: The Archives of Dr. Tolbert Jones Small”

Esperanza Padilla (PhD Student, UCSF) – “Exploring Frameworks of Neurodiversity in the Digital Era”

Louise Penner (Associate Professor of English, University of Massachusetts Boston) and **Sisary Poemape Heredia** (Associate Lecturer of English Composition, University of Massachusetts Boston) – “Beyond the Medical Record: A Digital Archive of Immigrant Stories from Boston Harbor Island”

Lorenzo Serviche (Associate Professor of Literature and Medicine, Lehigh University) and **Gillian Andrews** (PhD Student, Lehigh University) – “The Time and Space of Antibiotic History and Resistance”

Mairead Sullivan (Associate Professor of Women’s and Gender Studies, Loyola Marymount University) – “Acyclovir, Citizen Science, and the Reach of HIV/AIDS Activism”

The ADHHI was host to scholars and students from a range of backgrounds and professional levels. It included graduate students, librarians, and full professors, and these scholars came from disciplines as diverse as history, sociology, anthropology, media studies, and literature.

Project Outcomes

Participant Deliverables

Participants were given a \$1,000 research stipend to support their work in the institute. Of the ten awarded projects, nine teams successfully presented at the 2026 Advancing Digital Health Humanities Institute (ADHHI) symposium and submitted final project materials to the UCSF Archives and Special Collections to be preserved on the University of California’s eScholarship platform. [Those materials can be found here.](#)

Digital Health Humanities Toolkit

The ADHHI team developed an open, educational, static website for sharing the program’s curriculum. The Digital Health Humanities Toolkit is home to asynchronous lessons designed

⁷ All project titles and institutional affiliations were recorded at the beginning of the program, and they may not be up to date.

specifically for digital novices. The toolkit was developed by Tasha Hutnick and Dr. Sean Purcell and completed in the summer of 2026. [It can be found here.](#)

Additional Outcomes

The ADHHI was also able to support the development of new workshops, which were shared internally at UCSF and the University of California, as well as at scholarly conferences across the nation. An introductory lesson in digital humanities focusing on conceptual skills, dubbed a “Low and No Code Workshop,” was developed by Vanessa Elias and Sean Purcell and shared at the Society for Cinema and Media Studies Conference in Spring 2025 and the Health Humanities Conference in Spring 2026. This same lesson plan was further adopted by Vanessa Elias and used regularly at the University of Texas San Antonio.

Additional workshops, which taught digital basics, tabular data structures, command line basics, and health research ethics, were taught remotely for UCSF students, faculty, and staff. Over the two-year ADHHI program, Sean Purcell taught over a dozen workshops, with more than a hundred students learning digital research skills in the process.

Project Evaluation and Impact

Delays and Interruptions

The delays caused by hiring the Program Coordinator meant the application phase for the Advancing Digital Health Humanities Institute (ADHHI) had to be delayed. Shifting the schedule also meant that many of the people originally slated to support the program, as consultants and speakers, had to be replaced. This was both an opportunity and a limitation, caused in part by the Digital Health Humanities Program’s grant-centered funding structure: because the Program Coordinator role was tied to grant funding, which originally ran out when the Digital Health Humanities Pilot Program ended and then restarted with the award granted for the ADHHI, it was more difficult to keep people for the long term, resulting in delays and loss of project knowledge.

These delays also afforded a moment for the project team to reflect on the program’s proposed curriculum and structure. One of the limitations of the original proposal was the centering of the digital humanities’ methodological focus, often to the detriment of the health humanities. The question that guided the curricular revisions in this period concerned the ADHHI’s main intervention in the digital humanities: What do the health humanities bring to the digital humanities? Was the curriculum designed as a one-way exchange in which non-digital humanists learn tools and methods?

Reflecting on these questions, we decided to prioritize research and data ethics in our workshops and lectures. This emphasis on ethics was meant to first bridge a professional development gap experienced by some humanists: a lack of training in human-centered research methods and the ethical problems of doing human-subjects research. We wanted to infuse the program with an attention to care because humans in health contexts can be especially vulnerable, both in terms of their protected anonymity and privacy, as well as the precarious, sensitive experience of dealing with illness in its various forms. Given the health humanities’ historical, bioethical roots, an attention to ethics was a way to ground digital research in the lives and needs of the researchers’ human interlocutors.

One of the major problems the ADHHI faced was related to the program’s termination and reinstatement in the spring and summer of 2025. The initial termination resulted in a perceived end of the program, leading many of the awarded scholars to put their digital projects on hold. These pauses corresponded with the termination of other National Endowment for the

Humanities (NEH) grants, as well as the dissolution of the Office of Digital Humanities (ODH) within the NEH, meaning that our awarded scholars, their departments, and their institutions faced additional resource strains beyond just the support from the ADHHI.

The termination of funds, and resulting pivots by our awardees to other projects and priorities, meant that many of our scholars had difficulty restarting their projects in July 2025. While humanities research is especially adept at shifting research projects and methods mid-stream, the technical needs of the digital humanities and the extended timelines required for digital humanities research meant the termination was especially harmful for the successful completion of the awarded projects. Our scholars did amazing work in spite of these challenges, and their scholarship speaks to the resilience of humanists as much as the diligent work of the ADHHI co-directors and consultants.

In this context, the ADHHI could be considered a resounding success, if only because it was able to successfully advocate for its reinstatement and support new digital humanities scholarship, and because our scholars were able to weather the program's abrupt changes. However, these successes are marked in relation to the impacts of the NEH's cuts and restructuring. An early observation we can draw from our experience is that terminations of federal research grants have many unintended and rippling effects on scholarly knowledge creation, and we would advocate for more consistent funding expectations in the future.

Entwining the Health Humanities and the Digital Humanities

One of the stated goals of the Advancing Digital Health Humanities Institute (ADHHI) was to entwine conversations between the health humanities and digital humanities. Building on scholarship by Kirsten Ostherr and Kim Gallon, the institute was framed around the emergence of the digital health humanities as a codified subdiscipline, described by Ostherr in 2018.⁸ Ostherr's work, especially, emerged organically around the needs and programs at Rice University, and it is important to note that, for Ostherr and the digital health humanities work at Rice, the field emerged organically over a series of years.

We stress this point because, for Ostherr, not unlike the digital humanities turn in the aughts, the entanglement of the humanities, human health, and the digital technologies around it were fruitful arenas of exploration and collaboration. The codification of this term "digital health humanities" was the result of these ideas developing together and becoming more tightly codified in retrospect. It seems obvious that health humanists and digital humanists should work together, and that meaningful, impactful scholarship focused on improving the health systems can be developed from this connection.

We stress this to note a limitation in how we approached the curriculum for the ADHHI: a majority of our awardees were wholly new to digital methods, and the program's co-director, Dr. Sean Purcell, was trained to teach a subset of digital methods—computational text analysis, GIS mapping, and network analysis—best suited to onboard new digital humanists. The curriculum brought in the health humanities' interest in research ethics, and scaffolded lessons through an approach to the social construction of data. The success of these interventions in terms of curriculum for both digital humanities and the health humanities has yet to be seen; although we are interested in how the Digital Health Humanities Toolkit's approach to project management and ethics is picked up by scholars and students.

The problem that our curriculum was unable to see, or address, was a mismatch between the forms of data used in digital humanities scholarship and biomedical research and practice. The digital humanities, with its decades-long prehistory as humanities computing,

⁸ Ostherr, Kirsten. 2019. "Digital Health Humanities." In *Research Methods in Health Humanities*, edited by Craig M. Klugmann and Erin Gentry Lamb. Oxford University Press.

maintains a relationship to, primarily, textual data.⁹ The humanities' foundation on hermeneutics and the concept of a text (narrowly or broadly defined) has meant that humanistic data has, largely, been drawn from certain forms of (mostly) lingual sources. We hedge our argument some, because the digital humanities is a broad, decentralized community, with many examples of scholars testing the boundaries of data as it is understood within various epistemic arenas. But what we have come to understand, in light of our work over the past two years, is that *data and computation are not homogenous terms: they are situated within the discourses and disciplines which construct and use them.*¹⁰

This claim builds on ideas espoused in science and technology studies. The epistemic and cultural context of different medical knowledge frameworks has changed over time, and is different depending on the paradigmatic frameworks of specific disciplines. The scientific principles that guide anatomy are similar to, but distinct from, those that guide pathology, and the same is true for anatomy's difference from other disciplines like epidemiology and public health. What is important to understand, for the digital health humanities and for the digital humanities more broadly, is that the epistemic preconditions for the production of data differ depending on their origins. The way an anatomist would look at a liver in the body of a cadaver is very different than a pathologist: the anatomist would look to see how it represents a conceived 'normal' anatomy and a pathologist would look to see how it differs from that norm.¹¹ Because of this difference, the data they generate are different: it comes from a different set of epistemic assumptions.

This claim has already been argued, in some form, by scholars like Kim Gallon, Jessica Marie Johnson, and Miriam Posner.¹² Johnson has emphatically argued that the data that documents the archives of the transatlantic slave trade depends on logics of dehumanization and white supremacy, and she has argued that unproblematically using those materials can reify and reproduce the same violent logics that enabled slavery in the first place.¹³ These critiques, and the broader concept of data's social construction, have the potential to address the varied forms of biomedical data practice; however, a digital humanities approach cannot just copy and paste digital methods into this space. Biomedicine is vast, its hermeneutic and data practices are varied, and the systems around it are complex. Conceiving the digital humanities as a concrete list of methods and programs, as we did at the beginning of the ADHHI, limits the potential for digital humanists to understand the implicit digital and computational practices that guide contemporary health practice. It would extend the uneasy relationship digital humanists

⁹ Rockwell, Geoffrey. 2013. "Is Humanities Computing an Academic Discipline?" In *Defining Digital Humanities: A Reader*, edited by Melissa Terras, Julianne Nyhan, and Edward Vanhoutte. Ashgate.

¹⁰ Drucker, Johanna. 2011. "Humanities Approaches to Graphical Display." *Digital Humanities Quarterly* 5 (1).

¹¹ Foucault, Michel. 1994. *The Birth of the Clinic: An Archeology of Medical Perception*. Translated by A. M. Sheridan Smith. Vintage Books.

¹² Johnson, Jessica Marie. 2018. "Markup Bodies: Black [Life] Studies and Slavery [Death] Studies at the Digital Crossroads." *Social Text* 36 (4): 57–79; Posner, Miriam. 2015. "The Radical Potential of the Digital Humanities: The Most Challenging Computing Problem Is the Interrogation of Power." *LSE Impact Blog*, July <https://blogs.lse.ac.uk/impactofsocialsciences/2015/08/12/the-radical-unrealized-potential-of-digital-humanities/>. Gallon, Kim. 2016. "Making a Case for the Black Digital Humanities." In *Debates in the Digital Humanities*. University of Minnesota Press.

¹³ Johnson, Jessica Marie. 2018. "Markup Bodies: Black [Life] Studies and Slavery [Death] Studies at the Digital Crossroads." *Social Text* 36 (4): 57–79.

have with their tools into the arenas of health data and medical computation.¹⁴ We began this section with a note about Ostherr's work because the way the digital health humanities arose organically at Rice was able to attend to medicine's diffuse epistemic practices more effectively, and we end with these complications to encourage a further turn in the field toward an entangled, diffuse, and muddier approach to health humanities epistemology and methodology.¹⁵

In retrospect, the ADHHI curriculum would have benefited from an attention to contemporary biomedical data practices, the tools employed by doctors and medical professionals, and the code used by scientists to make their arguments. The reason for this is twofold: First, and most importantly, it would enable our scholars to have a better sense of the data practices that inform contemporary health care, and the logics that undergird those assumptions in broader digital spaces. This would achieve the ADHHI's original goal of interdisciplinary conversation and link the concerns to broader conversations in biomedical research and practice. Second, given the health humanities' link to professional education in medical schools, it would enable health humanists to teach classes that engage with biomedical knowledge practices to inform the approaches our scholars took in their understanding of health and health systems. Medical practitioners will need to learn and adapt to emerging technologies, like with the current adoption of generative AI, and the digital humanities' approach to the social construction of data is a useful skill for these professionals to critically engage with, and potentially refuse, those tools.¹⁶

Timeline Recommendations

We want to include recommendations for similar institutes and research incubators based on how we would change the program, if we were to start it again from scratch. Our recommendations focus on how to more effectively use our time across the two-year grant, and how to increase the impact of the program. We would recommend including a period for curriculum development at the start of the grant, and a shorter timeline for awardees to participate in the grant.

We would adjust the twenty-four-month timeline as follows:

Months 1 – 4: Curricular Development

Months 5 – 12: Support the First Cohort

Months 13 – 20: Support the Second Cohort

Months 21 – 24: Finish Program, Hold Symposium for both Cohorts, Develop Toolkit, Write White Paper

The two cohorts would have a similar number of scholars as the original ADHHI, but their stipends would be lessened to \$500. We would still follow a similar model—in person practicum with supplementary virtual sessions—and bring both cohorts together for an end-of-program symposium in the final months.

¹⁴ Flanders, Julia. 2013. "The Productive Unease of 21st-Century Digital Scholarship." In *Defining Digital Humanities: A Reader*, edited by Melissa Terras, Julianne Nyhan, and Edward Vanhoutte. Ashgate.

¹⁵ Fitzgerald, Des, and Felicity Callard. 2016. "Entangling the Medical Humanities." In *The Edinburgh Companion to the Critical Medical Humanities*, edited by Anne Whitehead and Angela Woods. Edinburgh University Press.

¹⁶ Baer, Andrea. 2025. "Investigating the 'Feeling Rules' of Generative AI and Imagining Alternative Futures." In *the Library with the Lead Pipe*.

Breaking up the program in this way would have a few obvious advantages: 1) An increase in the number of scholars supported; 2) A chance to revise and revamp the curriculum multiple times in the program; 3) More flexibility for potential applicants to apply.

The eight-month cohort timeline would be scheduled as follows:

Month 1: Orientation and Plenary Sessions

Month 2: One-On-One Consultations

Month 3: Practicum

Months 4 – 5: Virtual Sessions

Months 6 – 7: Consultation and Work Period

Month 8: Symposium and Final Deliverables

This timeline is more condensed, meaning awardees would have to be more focused on their projects during their award period. One of the problems, caused by the original proposal and exacerbated by funding pauses, was that the awardees had large chunks of time where they did not have to work on their projects. Given the way academics tend to have to juggle multiple obligations, committee obligations, teaching, and research, the loose schedule meant the digital projects were not given priority until deadlines approached.

The focus on curricular development would help sharpen the marriage between the digital humanities and the health humanities. It would also afford some more flexibility, given the project's staffing changes in early 2024, to adjust as necessary early in the program.

Project Continuation and Long-Term Impact

Long-Term Impact

The program ended with nine completed projects, one of which had elements included in a peer-reviewed monograph, and another project, an installation by awardee Dr. Dan Kabella, received an award at the Society for the Social Studies of Science conference in 2025. Our expectations are that our awardees will continue to nurture their projects over the coming years, resulting in further publications, dissertations, and digital outputs.

In addition to these successes, the program enabled the further development of the Digital Health Humanities Program (DHH Program) at UCSF. This program, housed in the Archives and Special Collections, was able to have an outsized impact on the UCSF campus, given its small, short-term nature. During the three-year program, the DHH Program developed and hosted more than a dozen workshops, built from ADHHI curriculum. These workshops, which taught basic digital competencies, targeted the needs of UCSF students with non-science backgrounds, facilitating the adoption of skills that are often taken for granted in science education—skills like basic coding and the management of tabular data. These workshops served more than two hundred students in 2023 and 2026, who were working toward a health science degree.

Project Continuation

At present, the Advancing Digital Health Humanities Institute (ADHHI) and its umbrella program, the Digital Health Humanities Program at the UCSF Archives and Special Collections, will end with the end of the grant. This is the result of tightening federal funding and the increased competition for national-level funding programs, like the American Council of Learned Societies, as well as internal budgetary constraints at the University of California. The digital humanities face a challenge of tightening budgets and refocused institutional priorities, which present an existential threat to the historically well-funded field.

While the Digital Health Humanities Program at UCSF is pausing, members of the university's Library and Archives and Special Collections plan to continue to advocate for similar programs in the future. The team at the UCSF Archives and Special Collections is currently working on grant proposals to continue this work, shifting away from the digital health humanities to national-level artificial intelligence training initiatives. The ADHHI's curriculum was built on the social construction of data—or the idea that our data infrastructures reflect the ideologies of the people who made them.¹⁷ This framework can be the conceptual bedrock for training initiatives in many fields beyond the health humanities, as most professions work with data and computational tools in some way, shape, or form. Teaching digital methods is not 'buttonology,' where users are taught which buttons to press to make a platform work,¹⁸ but instead an opportunity to critically engage with the technologies themselves.¹⁹

Computational Aptitudes Training Initiative (CATI) Proposal

One of the proposals we developed, near the end of the ADHHI program, was an extension and revision of the ADHHI curriculum to serve professional development needs in libraries, archives, and museums. The ADHHI's curriculum had scaffolded technical training on top of conceptual lessons focusing on the social construction of data. This framework is technologically neutral. It can be used to discuss generative AI, the functions of graphical user interfaces (GUIs), or the operation of GIS systems. Rather than teaching digital humanities through training with a specific tool—an approach referred to as buttonology by some digital librarians²⁰—the conceptual focus helps trainees understand how a tool is working under the hood.

This kind of training is especially valuable for librarians in both public and academic institutions. Librarians tend to be at the forefront of digital technologies, both in their adoption of new tools and platforms for data access, as well as through makerspaces and library of things collections. Especially for resource-light, rural libraries, which lag behind on professional training, a conceptual grounding in the epistemic and technical foundations in digital technologies can help librarians learn to adopt new technologies without necessarily being trained in each new, emerging tool or platform.

The CATI program extends the ADHHI by taking the same conceptual and technological training and refocusing those lessons to support library professionals. It was a program proposed to the Laura Bush 21st Century Librarian Program grant offered by the Institute of Museum and Library Services for 2026.

¹⁷ Drucker, Johanna. 2011. "Humanities Approaches to Graphical Display." *Digital Humanities Quarterly* 5 (1); Johnson, Jessica Marie. 2018. "Markup Bodies: Black [Life] Studies and Slavery [Death] Studies at the Digital Crossroads." *Social Text* 36 (4): 57–79; Posner, Miriam. 2015. "The Radical Potential of the Digital Humanities: The Most Challenging Computing Problem Is the Interrogation of Power." *LSE Impact Blog*, July <https://blogs.lse.ac.uk/impactofsocialsciences/2015/08/12/the-radical-unrealized-potential-of-digital-humanities/>.

¹⁸ Russel, John E., and Merinda Kaye Hensley. 2017. "Beyond Buttonology: Digital Humanities, Digital Pedagogy and the ACRL Framework." *College & Research Libraries News*, 588–91, 600.

¹⁹ Flanders, Julia. 2013. "The Productive Unease of 21st-Century Digital Scholarship." In *Defining Digital Humanities: A Reader*, edited by Melissa Terras, Julianne Nyhan, and Edward Vanhoutte. Ashgate.

²⁰ Russel, John E., and Merinda Kaye Hensley. 2017. "Beyond Buttonology: Digital Humanities, Digital Pedagogy and the ACRL Framework." *College & Research Libraries News*, 588–91, 600.

Revising and Reframing the Digital Health Humanities at a Medical School

One of the main observations we had while operating the ADHHI is that the humanities can be a difficult sell to a professional school, especially one like UCSF. The digital health humanities can be a bridge between siloed disciplines and departments on campus, but we suspect its humanities-forward framing limited its ability to draw in broad support from medical researchers. The cultural turn in the humanities, starting in the 1970's and continuing to the present, embraced interdisciplinary as a necessary framework for qualitative scholarship. It meant English literature scholars read essays in anthropology, and meant sociologists engaged directly with philosophy. The digital humanities has, historically, also embraced interdisciplinarity, with an emphasis on method, drawing from conversations in geography, computer science, and critical code studies to establish a loose continuity within the field. For the digital health humanities, that interdisciplinarity would link qualitative frameworks to historical documents with a desire to supplement health science research.

This shift would be matched by a change in how the program is described: rather than health humanities as its lodestar, the program would be better fitted to serve structural determinants of health research. The framing of the program as a marriage between structural determinants of health, archives-as-data, and qualitative, computational approaches would circumvent biases against humanistic research by some faculty and staff. It would also give the program an existing audience within the UCSF community that it could directly serve.

If we were to continue the program in this light, we would refocus the program on digital pedagogy, interdisciplinary community, and historical analysis through hands-on, in-person learning: a Computational Health History Lab. A lab would reflect the ways digital humanities labs have been developed on different campuses: where technical training and digital access are married to community enrichment and connection.

More than a space of professional training, a lab space would attend to the library's role as a space for connection among UCSF students. The library is especially adept at centering the research and teaching needs of the medical faculty, and its programming focuses on these needs. The library is also already a space where students of all backgrounds and disciplines choose to work, making it a space where interdisciplinary conversation has the potential to flourish. A lab, with its technical grounding and promise of novel research, would be a place that would bring together students and faculty from across disciplines.

Appendix

Application Requirements

The following materials were requested from applicants as part of the application process.

- Project abstract (150 words)
- Project proposal (1500 words not including works cited)
 - Proposals should include:
 - a set of clearly defined research questions
 - a proposed timeline of clearly defined deliverables that will be completed by the end of the program (March 2026)
- Summary of data sources with reference to how those sources will help answer the applicant's research questions (200 words)
- Applicant biography (100 words)
- Academic cv or resume (optional)

Our main interest in framing the application as we did was to have our applicants focus on their research fundamentals first and the technology second. Because we planned to teach our scholars multiple digital methods, we did not expect technical excellence from them at this phase in the process. The one unique question, regarding data sources, was designed to see how far along the projects were, and to see if the applicants were able to think about their projects in a data-centered mode.

In addition to these application materials, we included an extra question in the program's Qualtrics application form regarding the participant's use of generative artificial intelligence (generative AI). We included this question as a way to see how many projects might be using this technology, as well as give us information about whether we would need to reach out directly to awardees early in the program about privacy concerns.

Application Rubric

Reviewers will review each application and grade it according to the following criteria. Each criterion should be judged using a three-point scale: poor (1pt), strong (2pts), exceptional (3pts). They will also provide any notes (if needed) to explain their decision. Reviewers will then note at the end of each application whether they recommend or do not recommend inclusion and include a note as to why.

Criterion	Low (1 pt)	Strong (2 pt)	Exceptional (3 pt)	Reviewer Notes
This application engages with the field of health humanities through theoretical intervention, topical interest, or critical engagement with the literature in the field.	This application does not directly address the digital health humanities in any way. The project seems outside the scope of the Institute.	This application aligns well with the goals of the digital health humanities, and shows promise as to the research in broadening the field.	The application clearly describes the project's value to the field of digital health humanities, and provides a valuable critique to benefit future researchers.	
The applicant defines a specific set of research questions relevant to the health humanities, and is associated with the data source.	The research questions are too broad, or they are unrelated to the health humanities or digital humanities. The research questions appear agnostic to the specific data source the researcher intends to use.	The research questions are informed by the kinds of data the scholar intends to work with, and they address specific concerns in health or medicine.	The research questions pertain to issues regarding health, medicine and wellness, and they are directly targeted at the specifics of their intended data set, with an understanding of its limitations and possibilities.	
The applicant's project would benefit and strengthen the field of health humanities' commitment to improving patient care, addressing inequities in	The application is uninterested in health humanities topics regarding health and wellness, and/or the application seems ignorant of existing	The application targets extant issues in health and wellness through its research questions and research objectives.	The application provides compelling reasons for how it will engage with extant issues in health. It also gives strong support in how the project will	

health care and access, addressing systemic racism, ableism, sexism, and classism in health and health care.	exigencies that impact contemporary (or historical) health issues.		benefit potential interlocutors, disadvantaged communities, or others who have been affected by the issues the project seeks to address.	
The application defines a specific data set, archive, or collection, and that source fits the research questions and methods articulated in the application.	The applicant does not define any specific data source (or type of data).	The data source is defined, but may be incomplete or not accessed. The data source is related to the research questions and appears to be able to answer some of those questions based on how it is described.	The data source is defined in detail, and the scholar seems familiar with it enough to begin working quickly. Its connection to the research questions makes sense, and it appears usable for any method the scholar may be gravitating toward.	
The applicant's project is suitable in scope for a two-year research timeline.	The project is far too big or too small for completion in two years.	The project seems suitable for completion in two years, but there may be some hiccups that the scholar is not accommodating for.	The project seems well-scoped for completion during the two-year program.	

Additional Notes		
The applicant uses data/materials held and maintained at UCSF.	Yes	No

Final Assessment:

Total Points Awarded (out of 15):

Recommendation for inclusion into the ADHHI: Strong Recommendation, Recommendation with Reservations, Reject

Reviewer Notes:

Roadmap Rubric

This rubric is designed to convey to the awardees how the selection committee reads their proposals. Each of the answers was prepared ahead of time by the institute's program manager. These documents are designed to help strengthen the awardee's grant-writing skills, as well as help foster conversation about their projects with their colleagues.

Roadmaps

Name of Awardee:

General Project Aims/Goals:

Awardees' Goals:

Roadmap

Decisions to be made

Potential Workflow (Next Steps in a rough order)

Notes from the Review Committee:

Conversation Notes:

Rubric Responses

Reviewer 1:

Recommend/Don't Recommend:

Notes on Recommendation:

Other notes:

Reviewer 2:

Recommend/Don't Recommend:

Notes on Recommendation:

Other notes:

Reviewer 3:

Recommend/Don't Recommend:

Notes on Recommendation:

Other Notes:

Reviewer 4:

Recommend/Don't Recommend:

Notes on Recommendation:

Other Notes:

Data Plan Worksheet

Start by writing your research questions in the box below. Be concise and clear by keeping your questions to a minimum (2-4) and phrasing them in 1-3 sentences.

Choose up to 5 objects with which you will be working as part of your ADHHI project.

- These can be very important objects; they can be representative of a number of other objects, or they can be the first five in your archival materials. Choose objects that you think will help you answer specific kinds of questions
- If you have a range of media types (print media, digital files, video or film, audio, for example), try to include objects that represent these materials.
- Don't stress if you can't find a perfect set of objects. You can always take this approach and apply it to new objects as you collect them. The goal of this worksheet is to think about these objects as containing data.
- When in doubt, turn to your research questions to help figure out whether the object will be useful for your argument.
- If you are curious about what an object might be, or are unsure how to list these out, please look to the **example object** on pages 3 and 4.

List your objects here:

- 1.
- 2.
- 3.
- 4.
- 5.

Note: An "object" can be something large like a whole book or website, or it can be something very small like a chart, line of poetry, or journal entry. If you are having trouble thinking of the scale by which you want to analyze, return to your research questions.

For Each Object Answer the following:

- Why is this object important to your project?
- What is your metadata? (Author, Date, Publisher, Page Number, Medium, Geographic Location. . .)

Does this metadata help answer your research questions? Will you have to add your own tags or specific data to this to help make sense? How is your metadata structured? And if you are pulling the metadata from somewhere else, what is the metadata source? Add that information to metadata.

- What do you need to pull from this object? (Text, images, geographic locations, names. . .)
- What do you need to do to make this object readable for your digital method? (Data cleaning, OCR, Data Entry Time . . .)
- Who did this object come from? How did you get access to it? Why was it made in the first place?
- Do you have permissions to use this object? Do you have permission to reproduce this object? How do you know? How would you get access or permissions?
- Whose story is in this object? Is this person or community the person who made this object? If not, why was this story put in this object?
- How does the data relate to your research question? If it doesn't, return to and revise questions 2 & 3.

Example Object:

This is a research object that I (Sean Purcell) use regularly in my research, so I am very familiar with it. You may not have as much familiarity, so your responses may not be as complete as these.

This object is a book, published in 1904 and made available online through HathiTrust.

Research Questions

- 4) How did research scientists articulate claims about tuberculosis using human remains?
- 5) Whose remains did they use? How did they get access to them?
- 6) How are those specimens used as a representative logic?

- Report of the Henry Phipps Institute for the Study, Treatment, and Prevention of Tuberculosis (First Report)

Why is this object important?

This is the first report by a tuberculosis research center founded in 1903. It is especially helpful because of the detailed autopsy reports, case studies, and findings.

What is your metadata?

Contributors (Authors, Editor, Institution, Translator), Date, Volume, Issue, Publisher, Location

What do you need to pull from this object?

Text and Images.

What do you need to do to make this object readable for your digital method?

- Add the source to the spreadsheet to create an identifier.
(ReportoftheHenryPhippsIns1_1904)
- For the images, I need to go through the .pdf file (generated from HathiTrust) and extract each image as an individual .pdf file and organize it in the dissertation's folders. ("0 TB_PrimarySources">"5 Images">" "ReportoftheHenryPhippsIns1_1904")
- These images will require additional tagging marking media format (Illustration, Graphic, X-Ray, or Photograph) and Genre (describing what is imaged).
- For the text, I will use the .txt file (generated from HathiTrust) and clean it.
- I will need a script to clean up random text errors.
- I will need to maintain page numbers
 - I will need multiple versions of the corpus: two uncleaned original copies, one copy of the cleaned text, one copy put into a large file with all Henry Phipps reports, and then copies which I will analyze and tinker with.

Who did this object come from? How did you get access to it? Why was it made in the first place?

Who did this object come from?

This book was produced by the Henry Phipps Institute, a research hospital funded by Henry Phipps and run by Lawrence F. Flick. There are other contributions by doctors employed by the Institute. There is also a lot of health information taken from patients who were treated by doctors at the Institute. There are images of human brains taken at autopsy.

How did you get access to it?

I acquired a .pdf and .txt version of it through HathiTrust.

Why was it made in the first place?

It was a published report that was made to show the work of the institute. It also provided larger-scale statistical data of patients who were treated.

- Whose story is in this object? Is this person or community the person who made this object? If not why was this story put in this object?

Whose story is in this object?

This book contains information about the Henry Phipps Institute and its day-to-day operations. It also contains information about tuberculous patients, often information about their deaths, sometimes information about their communities and families.

Is this the person or community the person who made this object?

Yes and no. The Henry Phipps Institute is writing about itself in some contexts, but also spending a lot of time writing about their patients.

Why was this story put in this object?

The patients whose lives and deaths are recorded in this document were seen as data so they were documented to learn about disease progression, the cause of specific symptoms, and the relationship of certain influences (like alcoholism or familial histories of TB) to a patient's illness.

How does the data relate to your research questions?

The images go into a larger collection of images from the entire corpus (of ~700 texts). They will be part of an argument describing the larger scale visual culture surrounding tuberculosis.

The text will help answer a more specific question: how were autopsies used in the creation of scientific knowledge about tuberculosis.

Positionality Worksheet

This worksheet is designed to help you think about your relationship with your research subject. It is broken into three phases: a listing of your social identity categories as a series of intersections, a listing of this positionality in relation to your research subjects, and then a drafting of a positionality statement.

We want everyone to know that most of us come from different perspectives and comfort, when it comes to thinking about their social identity categories. This work requires us to all be vulnerable and self-reflective, and we want to acknowledge that this can often be difficult to address.

We ask you to submit only your final statement of positionality (part 3), so as to respect your privacy regarding any personal information that you might not want to share, or information about yourself that you do not feel comfortable sharing publicly at this time. We do ask that you complete the other two parts of this worksheet, but we will not check that work.

Part 1: Intersectionality

Intersectionality is a social theory that was originally coined by Kimberlè Crenshaw to address gaps in scholarship on gender and race. Kathy Davis notes that “intersectionality” refers to the interaction between gender, race, and other categories of difference in individual lives, social practices, institutional arrangements, and cultural ideologies and the outcomes of these interactions in terms of power” (68).

I have included a worksheet developed by Lyra Monteiro (WORKSHEETNAME) to help think about the social categories or identities you might inhabit, and how those categories may be privileged or marginalized.

Intersectionality is helpful as a term because it helps people understand that we are often a confluence of different social categories and that our perspectives can be informed by our unique positionality. (For example, my experience as a cis heterosexual white man is quite different than someone from a similar background, race, and gender who identifies as queer.) Intersectionality focuses on the plurality of these categories in unison, which informs our unique understandings of the world.

This first section will encourage you to think about the categories of difference and power that you inhabit. It will also help you think about how those identity structures may be shorthand for specific experiences that may or may not be true to your own lived experience.

Some good readings and resources on intersectionality:

Kathy Davis. “Intersectionality as buzzword: A Sociology of science perspective on what makes a feminist theory successful” *Feminist Theory* 9(1). 2008. 67-85.

Syracuse Library. “FYS 101: Intersectional Self”. Research Guide:
<https://researchguides.library.syr.edu/fys101/intersectionality>

Kimberle Crenshaw. "Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics" *University of Chicago Legal Forum* (1). 1989. 139-167.

Please answer the following questions:

List potential social identity categories that you would self-describe as: (gender, race, class, ability, sexuality, familial upbringing, nationality, age, education, and so on . . .)

You can look to the Privileged and Marginalized Identities Matrix worksheet for examples.

What are the privileged social identity categories do you inhabit? How do these privileges affect your view of the world? How does it affect your work as a scholar or academic?

What are marginalized social identity categories do you inhabit? How does marginalization affect your experience in the world? How does it affect your work as a scholar or academic?

Thinking about one of your marginalized social identity categories, have you ever read a book, news article, or scholarly article about this social identity category from a scholar who did not identify with this group? Did you agree with how they understood your perspective, describe your community's histories, or summarized your experience?

I added this last question to think about how insiders and outsiders who do research in othered communities or about marginalized people can be viewed by their interlocutors and subjects. How do those actors become trustworthy to insiders? How do they become convincing to outsiders?

Part 2: Your Research Subjects

I want you to think about the interlocutors and subjects we discussed in the roadmaps session. Choose two or three of them, and answer these questions:

Who is your interlocutor or subject? / Who are your interlocutors or subjects?

What social identity categories do you assume they have?

What social identity categories do they self-identify as having?

Are there any social identity categories that you have that overlap with your subject? If so, what?

Are there any social identity categories that don't overlap? If so what?

Would you be considered an outsider to this person or community?

How might the difference between you and your subject cause issues in your research?
How might you address these biases or potential harms?

Part 3: Positionality Statement

It can be helpful, especially when working with and writing about vulnerable groups, to describe your positionality to that group in your published research. As Tracy Peña and Jessica O'Brien [write](#), positionality statements reflect a researcher's worldview in relation to their work: "It can include declarations of beliefs, methodological preferences and existing or latent biases. What makes a researcher's positionality so important is that it can shape their epistemology (what can be known), ontology (the nature of reality), methodology (process and procedures), and ultimately the interpretation of their research results by others".

I'll give an example from one of my own published essays:

I encourage viewers to consider the relationship between subject and researcher; between subject and the knowledge claimed through and upon their body; and between subject and the biomedical system. And in addition to all of this, I encourage viewers to consider in regard to these images my own placement (as a white, able-bodied, middle class, heterosexual, cis male) whose connection to and support of academic knowledge production is present in these dialogues.

I would like for you to write a 1-2 sentence statement that describes your relationship to your subject(s).

When writing this, think about it as a **public statement of positionality** that might appear in a published article, or that you might give when presenting a paper.

- What aspects of yourself are comfortable with sharing?
- What helps you frame your argument?
- How can you describe yourself in relation to your research interlocutors or the secondary scholarship you cite? How can you build trust among yourself, your interlocutors, and your readers?

Practicum: Full Schedule of Events

Session Title	Time	Day	Topics	Lecturer
Monday, November 4				
Breakfast, Tour, and Practicum Orientation	9:00am - 10:45am	Monday	Obsidian, folder structure, file formats, text editors	Archives Team
Data Basics: Organizing and Working with Digital Data	11:00am - 12:00pm	Monday		Sean Purcell
Lunch	12:00 - 12:30	Monday		

Low and No Code DH	12:30 - 2:00	Monday	Sean Purcell
Research Ethics Workshop	2:15 - 4:15	Monday	Lyra Monteiro
Low Stress Debrief At Fireside Bar	4:30 - Whenever	Monday	

Tuesday, November 5

Tabular Data Basics	10:00am - 11:00am	Tuesday	Excel; Google Sheets	Sean Purcell
Turning On Python; Tabular Data with Pandas	11:00am - 12:00pm	Tuesday	Python	Geoff Boushey
Lunch	12:00pm - 12:30pm	Tuesday		
Metadata Seminar & Collection Builder	12:30pm - 3:00pm	Tuesday		Rachel Taketa, Emma James & Lisa Nguyen
Cristin Kearns Lecture	3:00pm - 4:00pm	Tuesday		Cristin Kearns

Wednesday, November 6

AntConc Introduction	10:00am - 11:00am	Wednesday		Caterina Agostini
Lecture from Zach Bleemer	11:00am - 12:00pm	Wednesday		Zachary Bleemer
Lunch	12:00pm - 12:30pm	Wednesday		
Text Analysis in Python	12:30pm - 3:00pm	Wednesday		Geoff Boushey
Lecture from Caterina Agostini	3:00 - 4:00pm	Wednesday		Caterina Agostini

Thursday, November 7

Text Analysis in R	10:00am - 12:30pm	Thursday		Caterina Agostini
Lunch	12:30pm - 1:00pm	Thursday		Sean Purcell
Introduction to NetworkAnalysis	1:00pm - 2:00pm	Thursday		Sean Purcell
GIS Basics	2:00pm - 2:15 - 4:15	Thursday		Sean Purcell

Friday, November 8

Workflows for Mapping Projects	10:00am - 11:00 am	Friday		Sean Purcell
Cleaning Data in OpenRefine	11:00am - 12:00pm	Friday		Caterina Agostini
Lunch	12:00pm - 12:30pm	Friday		

Reflection Session 1:	12:30pm -	
Reassessing Your Methods	1:30pm	Friday
	1:45pm -	
Reflection Session 2: Next Steps	3:00pm	Friday

Sean Purcell
Sean Purcell &
Lyra Monteiro

Reflection Session Worksheets

Methods Questionnaire

Part 1: Research Questions

Write two sentences responding to these two questions: What is your broad research topic? (Think dissertation or thesis level, large-scale intervention.) What is your HASTAC project's research topic? (What chunk of that larger project are you working on in this program?)

Write at least three research questions. As you write, try to narrow your questions.

Part 1: Example

Part 2: Digital Methods (If you are undecided, please respond to this question and the following two questions multiple times)

- What digital method do you plan to use?
- In one sentence, based on your knowledge of this technology, what are the research affordances of this technology?
- In one sentence, based on your knowledge of this technology, what are the research limitations of this technology?
- In one sentence, based on your previous two responses, write a research question that is aware of and leverages the affordances of the digital technology for this research question.

Part 2: Example

- I plan to use network analysis.
- Network analysis helps me see connections between actors and ideas.
- Network analysis is less effective at showing spaces, places, and change over time.

Part 3: Revise your Research Questions

Returning to the research questions you drafted in Parts 1 & 2, write at least three *new* research questions. As you write, try to narrow your questions.

Based on these research questions, brainstorm how you might go about answering them. Think specifically about the ways the digital method can help organize and specialize your research objectives. (This can be done in this document, on a scratch piece of paper, or something else)

Now, using this table, write down the following:

What DATA do you need? (Up to 5 different kinds of objects)

What DATA would you like?

What DELIVERABLES do you need? (Think about for the Spring Symposium)

What DELIVERABLES would you like? (Think long-term)

What data do you NEED?	What data would you LIKE?	What deliverables do you NEED?	What deliverables would you LIKE?
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Remember: You are limited by time, money, and brainpower. Try to be as narrow as possible. You can always expand the project as you continue to develop it.

Example:			
What data do you NEED?	What data would you LIKE?	What deliverables do you NEED?	What deliverables would you LIKE?

Part 4: Synthesis

You have revised research questions, and a list of things to collect and deliver. Add them to the project charter.

Practicum Methods Reflection Worksheet

Write your Research Question(s) or Hypotheses here:

Write your main data source here:

Method/Tool	For Doing Exploratory Work	For Data Cleaning, Processing, and Organizing	For Confirming Hypotheses or Making Arguments	For Displaying or Distributing Your Findings/Arguments
Analog DH				
Excel (Tabular Data)				
Pandas (Tabular Data)				
Digital Archiving				
AntConc				
Method/Tool	For Data Cleaning, Processing, and Organizing	For Doing Exploratory Work in your Data	For Confirming Hypotheses or Making Arguments	For Displaying or Distributing Your Findings/Arguments
Python (Text Analysis)				
R (Text Analysis)				

GIS Mapping (QGIS)				
GIS Mapping & Storymaps (ArcGIS)				
Network Analysis				
OpenRefine				
Other Method				

Digital Humanities Proto-Charter²¹

Write your Research Question(s) or Hypotheses here:

Write your main data source here:

Describe your main method:

Part 1: Thinking About Methods During the Research Process

²¹ This document is a revised version of a project charter document developed by Kalani Craig, Michelle Dalmau, Vanessa Elias and the staff at the Institute For Digital Arts and Humanities at Indiana University.

This worksheet will help you work through the specifics of what methods and approaches may be needed for your research at each step in the process. It focuses on METHODS. In the third part of this worksheet, you will be asked to think about timeline, prototyping, and grant funding.

Exploratory Work:

You will need to think through the following:

- Do you know what data sets you'll need to do your work?
- How will you access them?
- What is the method of acquiring them? (Download files one by one, access with API, scanned from computers?)
- What is your method of organizing that data?
- How will you analyze this data as you acquire it? How will you know what to search for as you continue to work?
- Are there any communities or organizations you need to contact and work with to address ethical issues?
- Will you need to prototype potential methods?

What methods did you flag as being important for your exploratory work, write them in this table, and describe how it would help.

Method or Approach ²²	How does it help you?

Some of these methods won't help in this process: what are the parts that need additional work?

Data Management, Cleaning, Organizing

You will need to think about the following

-
- How will you get your raw data into a form that is usable for your digital method? What is your workflow?
 - How will you add more materials should you find them?
 - Do you have a data schema or codebook? How will you develop it?
 - Do you need to address any rights or access concerns? Do you have copyright issues?
 - Do you need to outline methods (like cleaning protocols, access protocols)?
-

²² These do not have to be methods we've learned in the practicum session.

Method or Approach	How does it help you?

Some of these methods won't help in this process: what are the parts that need additional work?

Confirming Hypotheses, Making Arguments and Developing Research

You will need to think about the following

-
- What is your primary method with which you will make your argument?
 - How does this method answer your research question?
 - How does the data you cleaned and prepped fit into this method?
 - What are any additional methods that may be required to analyze the outputs of your work? (Think: in order to analyze a map, you may need to do statistical analysis or do some form of close reading of the results)
 - How does this approach enable you to ask and answer different questions in your field?
-

Method or Approach	How does it help you?

Some of these methods won't help in this process: what are the parts that need additional work?

Displaying, Distributing & Publishing your Findings/Arguments

You will need to think about the following

-
- What medium would be the best place to share this work?
 - What publications would be places you'd publish parts or the entire project?
 - What digital tools will you need to know to be able to publish in these arenas?
 - What is the best way to get your work to its audience? Does this match the media in which you plan to publish?
-

Method or Approach	How does it help you?

Some of these methods won't help in this process: what are the parts that need additional work?

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Part 2: Listing Out the Various Methods

Take each of the methods and approaches you specified here and list them out. For each, respond to the following questions.

Do I have expertise to be able to do this myself? If not, who can I ask for help?

Do I have time to do this myself? If not, can I hire someone to support me?

Is this something that I need to know NOW or LATER? If it is something that needs to be done now add it to the priority list found at the end of this document.

Method	Who can Help Me?	Can I hire help for this?	Is this urgent?

Part 3: Other Pressing Needs

While it can be good to think about methods, we have a lot of other needs, obligations, and deadlines. It can be good to scaffold your project around certain deadlines.

For example, if there is a major grant due in October 2026, you can structure your project so that you have a prototype finished by September 2026 to include in that application.

Another example, you may apply to speak at a conference in June 2025, and you can use this as a way to focus on specific elements.

Try to brainstorm important deadlines and benchmarks for the project. You may need to develop a prototype, so include moments of “proof of concept” and the like.

Benchmark/Deadline	Date Due	Aspect of the project that will be displayed or used

Part 4: Organizing A To-Do List

This worksheet has so far been about listing out the various methods, technologies, and deadlines. Now think about what is URGENT and what deadlines are upcoming. You can now list out your priorities in order.

This can help organize the next steps outside of this practicum, while also basing these on potential deadlines.

For students, you may realize that you have a four-year program you want to finish in that time, so breaking the project into smaller parts may be necessary. You can always grow a project from something small.

Priorities List

Priority	Deadline

Invited Speakers: Titles and Abstracts

Feminist Oral History Methods and Ethics: Notes from the Living Women's History of HIV/AIDS and Listening for the Long Haul **Presented by Jennifer Brier**

Abstract:

This workshop will feature a presentation about the collaborative oral history methods Brier has developed over the last decade, working with communities of people living with HIV/AIDS and Long COVID. With a focus on the ethical concerns of talking and listening to people who have experienced structural violence, we will also think together about how best to archive these materials in ways that are useful first for the narrators and second for scholars and researchers.

The Digital Artifice & Technologies of Life **Presented by Lan Li**

Abstract:

This talk offers theoretical frameworks and practical examples of how digital scholarship enables more nuanced engagement with diasporic knowledge systems. Drawing from my forthcoming book *Body Maps: Improvising Meridians and Nerves in Global Chinese Medicine* (2025), I examine how digital approaches have fundamentally reshaped both the epistemic frameworks and argumentative strategies of my research on invisible anatomy in global East Asian medicine. By digitally mapping fluid structures and meridian systems described in historical texts, I demonstrate what I frame as "aesthetics as ethics" – where visualization choices become ethical decisions about representation and knowledge production. These digital approaches have allowed me to represent complex ontological systems that resist conventional Western anatomical frameworks, revealing how medical practitioners conceptualized invisible bodily structures through multisensory mapping techniques. I will also discuss how digital humanities methods transformed my research trajectory from conventional historical analysis to a multimodal engagement. From exhibitions like [Metaphors of the Mind](#), [PULSES | PROCESSING](#), the [Medicine Race, Democracy Lab](#), the [Black Beryl Podcast](#), and [positions press](#) digital tools have allowed me to take on critical forms of scholarly communication that contribute to pedagogical and scholarly archives.

Advancing Digital Health Humanities Institute Symposium Keynote **"Digital Health Humanities: A Translational Model for the Age of AI"** **Presented by Kirsten Ostherr**

Much digital humanities work has focused on developing new technologically mediated methods for engaging with narratives and texts, while much health humanities work has focused on the ways that narratives and texts can illuminate silenced or marginalized aspects of health and illness experiences. With the rapid adoption of large language models (LLMs), narratives have suddenly taken on an outsized role in data-driven healthcare, without critical frameworks to contextualize their meaning. This moment presents an opportunity for research at the intersection of digital and health humanities that brings together the affordances of large-scale, distant data mining techniques with the analytic, interpretive, close and deep reading tools of the

humanities. This lecture will present a case for understanding digital health humanities as a timely and necessary response to the emergence of health AI.

The UC ClioMetric History Project and Formatted Optical Character Recognition (fOCR) Presented by Zach Bleemer

The presentation focused on high-quality algorithmic digitization of historical and other PDF documents and methods for transforming them into structured, analysis-ready datasets. It walked through a publicly available digitization workflow using two detailed examples from the University of California ClioMetric History Project: <https://uccliometric.org/>, a large-scale research initiative that digitized and analyzed historical records on students, faculty, courses, and university finances to examine the development and long-term social and economic impact of the University of California and other California universities.

UCSF Food Industry Documents Archive Presented by Cristin Kearns

Dr. Cristin Kearns delivered a lecture on her work building the UCSF Food Industry Documents Archive, drawing on more than a decade of research and document collection related to the sugar industry. She discussed the process of identifying, collecting, organizing, and preserving industry records and transforming them into an accessible research archive that now contains more than 600,000 sugar industry-related documents. She also highlighted how the archive enables researchers to investigate the sugar industry's influence on science, public health, and policy.