National Archives

NATIONAL HISTORICAL
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& RECORDS COMMISSION

The attached document contains the Grant Narrative of a previously funded grant application. It is not intended to serve as a model, but to give you a sense of how a successful application may be crafted. Be aware that minor changes may have been made to the plan of work and other portions of the proposed project in response to comments made during the review process. Every successful application is different, and each applicant is urged to prepare a proposal that reflects its unique project and aspirations.

Prospective applicants should consult the NHPRC's application guidelines at https://www.archives.gov/nhprc/apply for instructions.

Applicants are also strongly encouraged to consult with the NHPRC staff member listed in the grant announcement well before a grant deadline. Prospective applicants are also strongly encouraged to submit a draft application by the deadline listed in the grant announcement.

The Commission especially welcomes applications from collaborative teams at the earliest stages of planning for an online edition of historical records that center the voices and perspectives of Black, Indigenous, and People of Color.

Project Title: Kinship and Longing: Keywords for Black Louisiana

Institution: The Johns Hopkins University

Project Director: Jessica Marie Johnson

Grant Program: NHPRC-Mellon Planning Grants for Collaborative Digital Editions in African American, Asian American, Hispanic American, and Native American History and Ethnic Studies

Kinship & Longing: Keywords for Black Louisiana
Project Narrative

Overview

Keywords for Black Louisiana is a collective of researchers creating digital projects that highlight the Black life and culture of the Gulf Coast. For this planning and implementation phase, Keywords is seeking funding to begin building a digital collection of annotated, transcribed and translated manuscript documents describing the lives of enslaved and free people of African descent in colonial Louisiana. Target documents are currently housed at the Louisiana State Museum. Approximately 200,000 (beginning in 1714 and continue through 1803) are digitized as part of the Louisiana Colonial Document Digitization (LCDD), but not transcribed or translated. With a team of scholars at Johns Hopkins University, Tulane University, University of Notre Dame, and the University of Texas at El Paso, Keywords plans, over the next ten years, to build an open source corpus of a) keywords for understanding the collection, b) abstracts of surveyed documents, and c) full transcriptions/translations of key documents, making it available to scholars in the academy, genealogists, K-12 teachers, local historians, artists and culture bearers through a robust online interface. Although this planning period will be used to survey the archive more fully, we envision a collection of at least 50,000 transcribed/translated colonial documents, 100,000 abstracts, and 100 keywords in this series, the first of a multi-series digital edition.

The planning period will focus on building partnerships with institutions in Louisiana, securing technical expertise and defining technical requirements, surveying the archive and building an initial corpus focused on Black life during Louisiana's colonial period. The core research team includes **Olivia Barnard** (Graduate Student, Johns Hopkins University), **Emma Bilski** (Doctoral Candidate, Johns Hopkins University), **Leila Blackbird** (Doctoral Candidate,

University of Chicago), **Ellie Palazzolo** (Graduate Student, Johns Hopkins University), and **Jessica Marie Johnson** (Assistant Professor, Johns Hopkins University). During the planning grant period an expanded research team, including **Guadalupe García** (Associate Professor, Tulane University), **Sophie White** (Professor, University of Notre Dame), **Jean Hébrard** (Visiting Professor, Johns Hopkins University), and **Christina Villarreal** (Assistant Professor, University of Texas at El Paso) will begin surveying hundreds of manuscript pages, define editorial policies, and compile a dataset of keywords and documents referencing enslaved and free people of African descent. A planning grant of $60,000 a year for two years will provide support for our graduate student researchers, allow us to hire technical staff to consult on the digital infrastructure, support visits to build partnerships with New Orleans historians and historical institutions, and plan the digital apparatus that will house the edition. Some of this work has begun in consultation with the staff at the Sheridan Libraries (JHU), the Louisiana State Museum, the New Orleans Jazz Museum, and the Historic New Orleans Collection.

Black Louisiana has shaped so much of the story of the United States that to not have ready access to the century of Black life before 1803 creates a structural flaw in how we tell our history. From wars between European empires, the entanglement of African slavery and Indigenous dispossession, to the abolition of the slave trade and rise of the domestic slave trade, the dynamism of Black culture, continental expansion and connections to the Caribbean, massive historical events and historiographic questions turn on history of slavery and colonialism in Louisiana.[1] And yet, so little is known about how Black people in Louisiana lived, loved, resisted bondage, used

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[1] Jessica Marie Johnson, *Wicked Flesh: Black Women, Intimacy, and Freedom in the Atlantic World* (University of Pennsylvania Press, 2020); Sophie White, *Voices of the Enslaved: Love, Labor, and Longing in French Louisiana* (Durham, NC: University of North Carolina Press, 2019); and Cécile Vidal, Caribbean New Orleans: Empire, Race, and the Making of a Slave Society (Chapel Hill: University of North Carolina Press, 2019); Rebecca J Scott and Jean M Hébrard, *Freedom Papers: An Atlantic Odyssey in the Age of Emancipation (*Cambridge: Harvard University Press, 2012).

the law, organized institutions, and created cultural traditions. What is known is considered niche or specific to the Gulf Coast's context or exceptional to the history of the rest of the country when, in fact, it is foundational to how the U.S. South took shape and therefore how the United States came into being. The list of major historical events these documents might impact is endless--the Louisiana Purchase, the Haitian Revolution, the Seven Years War.[2] The material documenting the everyday lives of Africans in the Americas and the evolution of Black society is immense. These lives deserve and require accountable and creative use of digital tools to confront the violence of the archive they reside in inside out. Keywords will attempt this work.

No documentary editions exist, in digital or print form, that offer both access to the full text of colonial manuscript sources and an organization that centers Black Louisiana life and culture. At present, the manuscript documents are inaccessible to researchers who do not read French and/or Spanish, or trained in eighteenth century paleography. Gwendolyn Midlo Hall's *Afro-Louisiana and Genealogy Database* provides names, biographical information, and citations to documents, but not the text themselves. The *Louisiana Historical Quarterly* republished the Louisiana Works Progress Administrations abstracts of French Superior Council and Spanish Cabildo records (between 1917 and 1961) in English, French or Spanish, but these are often flawed. By focusing on the colonial documents, Keywords for Black Louisiana will make available to a broader public a critical period in American history. In addition, as a public digital project, these documents would be available to genealogists, independent scholars, Black history interpreters, and teachers seeking primary sources for themselves and their publics.

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[2] Use of the manuscript sources has helped generate a rich literature on these topics (see previous footnote).

Project Team

Jessica Marie Johnson (Project Director, Committed): Johnson is an Assistant Professor in the Department of History at Johns Hopkins University as well as the director of LifexCode: Digital Humanities Against Enclosure (lifexcode.org). Johnson will direct the expanded research team, supervise and co-organize the work plans, and plan the New Orleans research trips and Black History Summer Workshops. She will devote 75% of her time to the planning effort.

Graduate Research Fellows: Graduate research fellows conduct research in the LCDD, propose keywords, transcribe and translate documents, and maintain the research workspaces (spreadsheets, documents). They devote 25% of their time to the planning effort

> **Olivia Barnard (Graduate Research Fellow, Committed):** Barnard is a Doctoral Student in History at Johns Hopkins University.

> **Emma Bilski (Graduate Research Fellow, Committed)**: Bilski is a Doctoral Candidate in History at Johns Hopkins University.

> **Ellie Palazzolo (Graduate Research Fellow, Committed):** Palazzolo is a Doctoral Student in History at Johns Hopkins University.

> **Leila Blackbird (Graduate Research Fellow, Committed):** Blackbird is a Doctoral Candidate in History at the University of Chicago.

Research Team Members: Research Team Members supervise research, design work plans, translate and transcribe documents, and participate in events and workshops. They will devote 10% of their time to the planning effort.

> **Sophie White (Research Team Member, Committed):** White is a Professor of History at the University of Notre Dame.

Jean Hébrard (Research Team Member, Committed): Hébrard is a Visiting Professor in History at Johns Hopkins University.

Guadalupe García (Research Team Member, Committed): Garcia is an Associate Professor of History at Tulane University.

Christine Villarreal (Research Team Member, Committed): Villarreal is an Assistant Professor of History at University of Texas at El Paso.

Advisors: Advisors provide feedback on the project at quarterly intervals. They devote 1% of their time to the planning effort.

Rosanne Adderley (Advisor, Committed): Adderley is an Associate Professor of History at Tulane University.

Emily Clark (Advisor, Committed): Clark is the Clement Chambers Benenson Professor of History at Tulane University.

Liaisons provide insight and facilitate the flow of resources between the project and preservation institutions and meet with the team at least at quarterly intervals. They will devote 1% of their time to the planning effort.

Sayeed Choudhury (Liaison to Sheridan Libraries, JHU, Committed): Choudhry is the Associate Dean for Research Data Management at Sheridan Libraries at JHU.

Karen Leathem (Liaison to the Louisiana State Museum, Committed): Leathem is the Historian at the Louisiana State Museum.

Howard Margot (Liaison to the Historic New Orleans Collection, Committed): Margot is the Curator at the Historic New Orleans Collection.

Greg Lambousy (Liaison to the New Orleans Jazz Museum, Committed): Lambousey is the Director of the New Orleans Jazz Museum.

Janine Smith (Liaison to the New Orleans Notarial Archives, Invited): Smith is the Archivist at the New Orleans Notarial Archives.

The Proposed Digital Edition and Its User Communities (6 pages):

Kinship and Longing, Series I of Keywords for Black Louisiana, is guided by two premises. The first is that a century of African American history (and therefore American history) precedes the Louisiana Purchase and has yet to be integrated into broader histories of African American life or histories of the making of the United States. The second is that the Black history that precedes the Louisiana Purchase, if made accessible (digitized, transcribed, and translated), will not only add to the historical record a resource that it desperately needs, it will also fundamentally reshape how African American, African, African diaspora, hemispheric American, and United States history is told. What does the history of Black protest in the United States look like, for instance, when told from the perspective of Charlotte, an enslaved runaway, who, when caught, demanded to speak to the governor's wife.[3] Or from the perspective of Etienne La Rue, a Senegambian sailor, who was not only free but traveled back and forth across the Atlantic as a member of his father's fleet of commercial vessels.[4] The Louisiana colonial documents at the Louisiana Historical Center, which begin in 1714 and continue through 1803, offer stories like these and more, stories that have the potential to change and enrich what we think we know about Africans and people of African descent.

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[3] Charlotte's case proceeds over several documents. See the interrogation on the case of "d'Erneville's mulatto," 24 January 1751, Black Books, LHC; 1751/06/15/01, 1751/06/15/02, 1751/06/15/03, 1751/06/2101, 1751/12/02/01, Records of the Superior Counc,i (RSCL)l, Louisiana Historical Center, Louisiana State Museum

[4] 1747/05/05/01, 1747/05/05/02, 1747/05/18/04, 1747/05/19/06, RSCL. See also Heloise Cruzat, "The Documents Covering the Criminal Trial of Etienne La Rue, for Attempt to Murder and Illicit Carrying of Arms," Louisiana Historical Quarterly 13, no. 3 (1930): 377–90.

To reconstruct Black life in the colonial archive, a feat that scholars such as Saidiya Hartman and Marisa Fuentes have detailed the challenges of, Keywords for Black Louisiana's methodology centers on the use of "keywords," "stories," and "series."[5] We define **keywords** as the simplest encapsulation of a theme that we have identified as salient to Black life in the colonial archive. In digital form, like hashtags, we use keywords to "designate collective thoughts, ideas, arguments, and experiences that might otherwise stand alone or be quickly subsumed" within the milieu of documentation in the colonial archive. Keywords, like hashtags, also create "a searchable shortcut that can link people and ideas together."[6] We define **stories** as micro-editions of cohesive histories told by a collection of given manuscript sources. We recognize that many stories can be told by a single or set of documents and will be using keywords to highlight this plurality and complexity. The keyword format will also allow the documentary edition to mirror the plurality and complexity and precarity that featured in the lives of Africans and people of African descent in the colonial documents. We define **series** similar to how series are defined in some multi-volume print editions: as a sub-edition guided by the same mission and themes as the digital edition as a whole but united by a "similar purpose, theme or genre" that makes it distinct from the others.[7] By providing multiple access points for users discovery, we hope to meet the needs of a broad set of users at all levels of research engagement.

Kinship and Longing (Series I) focuses on the 200,000 colonial documents from the Louisiana Historical Center. We will build a corpus of keywords on Black lived experiences in the eighteenth-century, a corpus of abstracts of relevant documents with summaries and citations, and

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[5] Saidiya Hartman, *Wayward Lives, Beautiful Experiments: Intimate Histories of Social Upheaval* (New York: . . Norton & Company, 2019); Marisa J. Fuentes, *Dispossessed Lives: Enslaved Women, Violence, and the Archive* (Philadelphia: University of Pennsylvania Press, 2016).

[6] Sarah J. Jackson et al., *#HashtagActivism: Networks of Race and Gender Justice* (Cambridge: The MIT Press, 2020). Keywords, unlike metadata, are annotations that index themes in the selected documents.

[7] Michael E. Stevens et al., *Editing Historical Documents: A Handbook of Practice* (Rowman Altamira, 1997).

a make the full text of a select number of documents available, annotated, transcribed and translated from French and Spanish into English, Louisiana Creole, and Wolof allowing maximum accessibility across the African-descended community that claims Louisiana as its home. During the planning period, we will explore the scope of the archive, seek technical expertise, and work with the intended user community. One of our major tasks will be organizing two (2022, 2023) one-day, Black History in Louisiana summer workshops, where we bring together Black historians of and from Louisiana for conversation about what their needs are as historians and how we can shape a project that meets them. We expect that we will discuss topics like how and whether to incorporate maps, whether to provide images of the manuscript documents and best practices for sustainability and discovery (like incorporating IIIF manifests), and how to bring in pedagogical materials, such as lesson plans and syllabi. We will also be discussing and planning for best ways to organize the material by the needs of users such as providing name indexes that link to documents, which we expect to be of interest to genealogists, or constructing timelines, which might be of interest to teachers. Participants will be drawn almost entirely from beyond the academy and receive honoraria for their time.

Over the course of ten years, we hope to have a Kinship and Longing digital edition of 50,000 documents, approximately 25% of the current digitized collection at the Louisiana State Museum (LSM). However, LSM holds only approximately 3/5ths of the extant colonial documents. Part of our planning will be exploring whether and how to incorporate any of the other 2/5ths (some 110 to 120,000 documents) of the colonial documents which are held by the New Orleans Notarial Archives or a smaller, undefined number held at the New Orleans Public Library. In fact, part of the work of this planning period will be understanding the history and full scope of the collection, making connections with archivists at NONA and NOPL, exploring partnership

possibilities, and visiting the documents to do research on-site. We've begun exploring the possibilities already and look forward to continuing these conversations with support from this planning grant including negotiating agreements and permissions, as needed, and better understanding the scope of the archive. The on-site visits will be of particular importance as so much of the material is not available online yet and many of our conversations will need to happen in person, at archives themselves, in meetings and more. We have also discussed additional series (see Supplemental Materials).

Over the course of the last year, the "Kinship and Longing" research team has had the advantage of researching Louisiana colonial documents using the Louisiana Historical Center's Louisiana Colonial Documents Digitization Project (LCDD).[8] A digitization initiative led by Greg Lambousy, the LCDD provides global access to the 220,000 pages of handwritten manuscript sources from the colonial period of Louisiana's history. As a result, the hard work of collecting records in manuscript form, as well as digitization, has already begun. Our work to date has already revealed that two themes emerge again and again when Black historical subjects appear in these documents--a search for kin and a longing for freedom. Whether seeking manumission, resisting arrest, running away across plantations, or gathering for spirit or play, enslaved and free people of African descent returned again and again to the question of kinship and a longing for something more than the condition of bondage. We will build out our corpora in ways that highlights the intensity and creativity of this Black care work that occurred during and despite the violence of bondage.

To date, Keywords for Black Louisiana has compiled a set of over fifty keywords and surveyed over two hundred documents. Under the purview of LifexCode and with the assistance

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[8] lacolonialdocs.org

of Sheridan Libraries at Johns Hopkins University, we organized two French paleography workshops to assist researchers in reading eighteenth century French script. During the summer of 2021, the research team will be creating a micro-edition of Louisiana colonial documents entitled "Kinship and Belonging: Reimagining the Place of Black Life in the Louisiana Colonial Archive" which has been accepted for publication in *Scholarly Editing*. This edition will use four of the identified keywords (kinship, manumission, fugitivity, and wellness) to build a micro-edition of forty to fifty documents annotated and transcribed, using TEI, into French and/or Spanish, with translations in English, Louisiana Creole, and, where applicable, Wolof. In the fall of 2021, research will expand as students in Dr. Rosanne Adderley's African-American Cultural History course and Dr. Guadalupe García's graduate history methods course join us virtually from Tulane University. We have also been accepted to present this work at the 2022 American Historical Association Annual Meeting. On the technical side, our work with the micro-edition is giving us experience with TEI/XML and opportunity to prototype what an accessible, usable digital edition would look like. That said, we hope the planning years will give us an opportunity to work more closely with the technology and with the Black historical community in Louisiana, bringing the two together to create an edition that will have use and be efficient to use.

It is critical that we create a project that is accessible, of interest, and of use to Black communities of Louisiana. Our planning years will focus on connecting not only with university academics, museum experts, and archivists, but also with teachers, genealogists, artists, and community organizers who would find access to the Black history of the region useful in their work. In seeking technical support, we anticipate securing expertise on how to create a site that aligns with minimal computing principles, so that it is accessible regardless of bandwidth, sustainable over decades, and designed for those who aren't necessarily academics. One of our

goals during this planning year is to solicit experienced advisors such as historians at Xavier University (Kim Vaz-Deville), Dillard University (Eva Baham), and the Amistad Research Center (Kara Oldige) as well as community historians and artists like Cierra Chenir (Noir N' Nola) and Kristina Kay Robinson (The Burnaway, Temple of Color and Sound). This will include hosting a "Black History in Louisiana" summer workshop where we can learn from each other and be guided by the concerns, needs and desires of community representatives as we shape the infrastructure and design of the project as a whole. Making colonial documents accessible in translation as well as transcription and available online will also make this history readily available to middle and high school history teachers in Louisiana, as materials to supplement the standard historical school curriculum, particularly in bringing Black history and the history of slavery into the teaching of local history and US history.

Not only do we hope that we can offer a corpus of keywords for navigating this study through this project, we will also be discussing how to share the research we compile, such as providing open source access to the abstracts of documents we survey along with the transcriptions and translations, writing publications, presenting at conferences, and hosting workshops. By supporting graduate and faculty research that may generate publications, dissertations, book projects, and symposia, this project has the potential to create a generation of professional historians reshaping how we understand how Africans arriving on these shores lived, loved, resisted bondage, used the law, organized institutions, created cultural traditions, and more. With the power of the digital, it is possible to share more readily the ways Black Louisiana has shaped so much of the history of the United States, and how that foundational work begins in the colonial period. With a multilingual project team composed of scholars from around the country, including New Orleans, and of diverse ranks, affiliations, races, and genders, Keywords for Black Louisiana

is already building a community of teachers and researchers invested in the history of Black Louisiana. Inspired by projects like the Freedmen and Southern Society Project and the Colored Conventions Project, and modeling CCP's community work, we intend for Keywords for Black Louisiana to create a community of scholars invested in Black life and history of the Gulf Coast.

At present, Black history in this country is under siege and multiple states, including Louisiana, are attempting to pass laws preventing histories of race or slavery to be taught in schools. Elementary and high school teachers, general researchers, as well as community and family members need access to well-curated, rigorously transcribed, translated, and edited material that exhibits the rich and deep history of Black life in the region. This digital edition cannot correct centuries of historical imbalances in teaching Black history of the Gulf Coast, the South, or the United States more broadly, but providing access to manuscript resources that, until recently, were not digitized, and even as digitized remain inaccessible due to language constraints is one major step towards repair and restitution.

Finally, we intend for this project to model best practices in digital scholarship, particularly in the realm of the Black digital humanities. As Roopika Risam has pointed out in "Telling Untold Stories" (2018), marking-up is a tool of digital textual recovery that can resurface or attract attention to texts that have been difficult to access or otherwise overlooked. This project acknowledges this as a foundation function of TEI, while recognizing that TEI as a language has much room for growth. We are eager to use this project to think about entering into conversation with scholars like Caitlin Pollock and Jessica Lu and, in Digital Black Humanities, working to decolonize TEI/XML through imagining ways to customize, remix, and reimagine TEI elements and attributes. Approaching the archive with keyword annotations that overlap in where and how

they speak to the text challenge limitations on intersecting elements. We likewise seek to use the digital platform to have more space for active engagement with the text, pushing past conventional editorial notions favoring scholarly distance from the context and annotations.

Planning Issues (5 pages):

Project conception, scope and design

One of the challenges Keywords will have to face is the massive scope of the project. As aforementioned, the colonial documents of Louisiana span three archives (the Louisiana State Museum, the New Orleans Notarial Archives, and the New Orleans Public Library). While we are continuing to work with the LCDD and documents available at the Louisiana State Museum, we are aware that any representative set of keywords will need to incorporate research in the other two archives. At present, we intend to use our fall 2021 collaboration with Dr. Guadalupe García and her team of student-researchers to begin an exploratory survey of the available documents, and with this grant, we would be able to fund two summer trips as a full project team to visit the archives in person. However, the project team is currently discussing how to define the limits of our project and what a satisfying corpus of translated and transcribed documents would be, with the idea that we should approach the work as never complete, but always representative. Our work with Dr. Garcia's student-research team will use the existing corpus of 200 documents (representing approximately ten different types of manuscript sources including court cases, bills of sale, criminal testimony, and manumission records) to define and test out optimal team work flows, draft editorial policies and keyword rubrics. By the start of the planning period, we hope to use what we've learned to build and refine our corpus and our policies. At present, we envision a ten-year collection process that will compile at least 50,000 transcribed/translated colonial

documents, 100,000 abstracts, and 100 keywords in this series, but we also are aware we need to be guided by our continued work surveying the collection. These discussions are on-going and will be a significant part of our collaborative work during the planning period.

Staffing and collaborative project administration and management

Another challenge the project team will be addressing is how our project will be staffed. The Keywords team is a collective and we were inspired in this organizational structure by projects like the Colored Conventions Project. Within the core research team we have designated Lead, Digital, and Ethics Chairs who take the lead in different aspects of the work. As director of the project and PI, Jessica Marie Johnson handles administrative tasks and fundraising. At the same time, the enthusiasm for this project as we began to discuss its expansion over the next year was clear and the team has grown. At present, we plan for our core project team to expand to faculty members who are skilled in both French and Spanish texts and/or Louisiana history. We also envision a team of "advisors" who will help support the work in a less intensive, but no less critically engaged form, and who we will be checking in with. In addition, to be sure that our project reflects the user community we hope to engage, expanding the project team to include historians at Xavier and Dillard, the New Orleans historically black institutions will be critical. This planning period will provide us an opportunity to make those critical connections and incorporate scholars at these institutions into the research and editorial process.

Training and other relevant professional development

Continuing this work will also require the team to maintain and improve our transcription and translation skills. During the two years of the grant, one of our goals includes organizing two

Spanish paleography workshops to extend our research skills. However, one of the issues Keywords will need to assess is whether hiring a translator is a necessary expense. We also hope building partnerships with the Historic New Orleans Collection and the Louisiana State Museum will furnish advice in this regard. At present, the project team addressed this need by building a core research team with Spanish (Bilski and Blackbird) and French (Barnard and Palazzolo) language skills, and inviting an expanded research team of scholars evenly split by language expertise and familiarity with the documents of the time period. Drs. Sophie White (University of Notre Dame) and Jean Hébrard (Johns Hopkins University) have agreed to join the project as researchers as specialists in French colonial history. Dr. Guadalupe García (Tulane University) and Dr. Christina Villareal have also agreed to join the project as a researcher and specialist in Spanish colonial and Spanish borderlands history. In a similar manner, we will also need to build and maintain our technical expertise, work already begun with TEI/XML workshops hosted by LifexCode and taught by Alex Gil (Columbia University). We intend to continue this work, but have also already committed to hiring technical consultants who we can collaborate with and discussing digital infrastructure with Sheridan Libraries at Johns Hopkins University. That said, we intend to continue to learn about the digital technology needed to support the project so we can collaborate most effectively with programmers, developers, and designers who join the project.

Student and user community input and engagement, user experience and accessibility

Our concerns around student and user community input and engagement center on connecting with the user community we have in mind (local historians and interpreters, genealogists, K-12 teachers, artists/culture bearers) in ethical and accountable ways and creating a project site with their direct involvement. Our work with the graduate students at Tulane

University is a step in that direction, but a stronger relationship with organizations beyond the university will be needed. The project team has identified individuals they would like to partner with, including Kim Vaz at Xavier University and Cierra Chenier of Noir N' Nola, but the planning period will provide an opportunity for team members who are faculty to facilitate these connections. These connections might be made through conference panels, workshops, inviting them as speakers to our campuses, individual meetings, and sponsored events. The visits to New Orleans will also focus on meeting, in person, representatives of the Black historical community in New Orleans and sharing ideas about the colonial documents and their impact. We plan to, for example, reach out to the Louisiana Creole Research Association, the Mardi Gras Indian Council, and historical interpreters at area plantations and historic sites about how the edition can be useful. Keywords will also be presenting at the 2022 AHA in New Orleans and Johnson has organized panels with Eva Baham (Dillard University), Cierra Chenier, and Mona Lisa Saloy (Dillard University) providing another opportunity for meeting. We are also keeping space on the project team in mind; while some individuals may find joining a project onerous, some may wish to join the project team and participate more directly.

At present, Black history in Louisiana is under siege. In Louisiana, as in other states across the country, legislatures are attempting to pass laws that ban or restrict teaching histories of slavery, race, Black life, or theories around the same. One of our major concerns is how to make Keywords for Black Louisiana a resource for elementary and high school teachers who might want to find ways to still incorporate this history into their work. Teachers are understaffed, overworked, and burdened with an array of responsibilities that circumvent access to the latest historiographic discussions. Teachers require access to well-curated, rigorously transcribed, translated, and edited material that exhibits the rich and deep history of Black life in the region. It is also clear that if

these bans continue, local Black history organizations, community organizations, Black interpreters will have to take on the burden of history teaching. This work already taken up by independent scholars like Cierra Chenier, history interpreters at area plantations and other historic sites, tour guides, and more. Our plan is for this digital edition to be a resource that can provide the tools these scholars need, supporting the grassroots work of correcting historical imbalances in teaching Black history of the Gulf Coast, the South, and the United States more broadly. For example, the stories created within this edition might be adapted by interpreters for us on tours or by teachers for use in curriculum. The Black History in Louisiana workshop will be one of our opportunities to discuss this more deeply.

Editorial policies; Online publication, dissemination, and discovery

Another challenge the project team plans to take up this planning year is editorial practices within the project itself. One of our challenges will be verifying transcriptions and translations are accurate and true to the text itself. One of the reasons our project team has grown is to incorporate scholars with Spanish and French language ability, and with knowledge of eighteenth century documents. One of our discussions this planning year will be what an effective internal and external peer review looks like, whether additional translation services need to be acquired, and whether an outside peer review system should be organized. We are already discussing within the research team offering diplomatic transcriptions and using TEI/XML to allow users to view the original transcription with any symbols and misspellings that take place, but also balancing encoding with our timetable. Since this edition will offer resources to a wide range of users, we will also be discussing how organizing at the level of stories might offer an opportunity for more descriptive editorial descriptions of the material in the documents. Overall, we intend to be guided

by remaining as close as possible to the text of the document itself and offering transcriptions/translations that are true to the text with as little editorial intervention as possible, while also designing a project site that provides vetted scholarly resources about the documents to users (like timelines, maps, lesson plans, images, and narratives about the documents themselves). Discussions with our technical consultant also might include developing a search engine optimization (SEO) strategy for the site itself that will allow information provided to appear readily in search engines. The two sites of the Colored Conventions Project are models for this kind of work.

Technical architecture, digital workflow; digital preservation strategies; and long-term sustainability

A staffing challenge we plan to tackle this planning period is technical support for the project. We are already in conversation with Sheridan Libraries at Johns Hopkins University to offer support for the project. At present, Sheridan Libraries is part of a number of initiatives specific to building digital humanities infrastructure, and supporting Black digital archiving and Black data, including discussions to begin a computational humanities lab at Johns Hopkins University. We envision the corpus for this digital edition fitting seamlessly with the work that BBD Lab is poised to foster and create. The time of the planning grant would give Keywords just the time it needs to enter into the conversations around this lab and infrastructure work on the ground floor, creating an optimal home for the digital edition at the university of the PI. One example of their work, the Archaeology of Reading, a project designed and maintained by Sheridan Libraries which is built with TEI/XML and whose images abide by the International Image Interoperability Framework (IIIF), is a model for our own.[9] Our goal is very long term

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[9] Archaeology of Reading https://archaeologyofreading.org/

and we hope that by planning for sustainability and maintenance early on, we will be able to

create a project that lasts ten, five, or even a hundred years into the future. Part of our budget will

go to hiring a technical consultant who can advise us on these concerns, with an eye towards

both the infrastructure the project will rest on and an interface receptive to the user communities

we have in mind--from the academy and beyond.

Plan of work (3 pages):

January 2022 through July 1, 2022: This will be an exciting period of work that kicks off with the Keywords for Black Louisiana's presentation at the American Historical Association Annual Conference in New Orleans! With support from the grant, we will plan for this to be our first in person meeting as a project team. This will be an opportunity to set goals for the planning period and build our collaboration. Over these next six-months, planned work will focus on continuing to survey the documents and building keywords. We will focus on making connections with Black historians in New Orleans at universities and locally. By our first trip to New Orleans in summer of 2022, our goal is to have a significant list of organizations and individuals who are interested in learning more about the project and beginning to work with them on how the site itself might be developed to support their work.

July 2022 through December 2022: Over these next six-months, planned work will continue to focus on surveying the documents and building keywords. This period includes our first trip as a team to New Orleans, which we will use to visit archives and repositories who maintain the documents we've been studying. Our connections with Black historical community in New Orleans will continue, and our plan is to incorporate visits with organizations and individuals into this trip, as well as introduce them to the work we've been doing since January. This period will also focus on laying the groundwork for the site itself and preliminary discussions of selection criteria for documents. One of our goals will be hiring a technical consultant who understands the aims of the project and working with Sheridan Libraries to plan what a digital infrastructure for the site itself might look like. The fall semester of 2022 the focus will be training in transcription, TEI/XML, and translation, as necessary, having had time over the previous six-months (and with the experience of the *Scholarly Editing* micro-edition in hand) to better understand the team's needs. This period may involve seeking out translators or translation services, or discussing the same as a team.

January 2023 through July 2023: Over these next six-months, planned work will continue to focus on surveying the documents, building keywords, and transcribing/translating select documents. The 2023 meeting of the AHA would service as an optimal check-in point for the team. This period will also mark two years of work in the LCDD, and will be an opportunity to finalize our selection criteria for which documents to incorporate into the edition itself and planwhat a prototype of the site itself might look like. During this period we will focus on building our prototype of the site, with the goal of sharing a beta version with our advisors by the end of the grant period. This work will incorporate consultations with the technical consultant, meetings

around the digital infrastructure, and continuing to seek input and building with Black historical organizations in Louisiana. The director will also continuing to seek funding for the work beyond the planning grant period.

July 2023 through December 2023: Over these final six-months, planned work will continue to focus on surveying the documents, building keywords, and transcribing/translating select documents. We will also use our second trip to New Orleans to discuss editorial practices and share drafts of transcribed/translated documents with Black historical organizations in New Orleans who have expressed interest in being part of the project. Feedback from those discussions will significantly shape the work moving forward, including the kind of site that is built, the resources provided, and how the project will be shared with the community at large. Our focus during this period will be on making plans for the next phase of the project, including how to scale up from the beta version into a full site. This period will also include seeking funding sources to continue the work.

Performance Objectives (1 page):

- Build out the corpus of keywords, abstracts, and transcribed/translated documents from 50 keywords and 200 documents to 75 keywords and 2000 documents, with support from our expanded research team.
- Outline an editorial plan for transcribing and translating documents
- Outline a selection criteria for selecting documents for the digital edition
- Create meaningful and sustained connections with the Black historical community in New Orleans including: scholars at Dillard and Xavier Universities, the Amistad Research Center, genealogists, historical societies like the Louisiana Creole Research Association, the Mardi Gras Indian Council, independent historical initiatives like Noir N' Nola, and Black historical interpreters at historic sites and plantations. This might involve expanding the project team by adding research team leaders, advisors or liaisons, exploring the possibility of working with and across MOUs, sharing and soliciting input on the editorial schema and bringing in stakeholders to New Orleans for a summer meeting via the Black History in Louisiana summer workshop.
- Host 1-2 summer workshops with Black historical organizations and scholars in New Orleans, sharing the work and receiving feedback.
- Continue to build meaningful and sustained connections with the archive and research center community in New Orleans including the Louisiana State Museum, the Historic New Orleans Collection, and the New Orleans Notarial Archives.
- Organize and participate in two Spanish paleography workshops
- Prototype a project site that can host "Kinship and Longing" Series I of Keywords for Black Louisiana
- Secure institutional commitments for sustainability and support of the project over at least a ten year period, preferably longer.
- Hire a technical consultant who can advise on the project for the planning period, but is willing to commit to the project for the duration