DHQ: Digital Humanities Quarterly
Preview
2026
Volume 20 Number 1

From the Rock Wall to Wikipedia: Sites of Digital Connection and Repair in the Community-Engaged Classroom

Courtney Rivard <crivard_at_email_dot_unc_dot_edu>, UNC-Chapel Hill https://orcid.org/0000-0003-4065-7966
Alexandra Odom <alexodom_at_live_dot_unc_dot_edu>, UNC-Chapel Hill https://orcid.org/0009-0005-1818-7509
Carly Schnitzler <cschnit1_at_jh_dot_edu>, Johns Hopkins University https://orcid.org/0009-0008-3986-040X
Katherine Stein <katherine_dot_stein_at_unc_dot_edu>, UNC-Chapel Hill https://orcid.org/0009-0000-7869-2981
Rolando Rodriguez <rolando_dot_rodriguez_at_unc_dot_edu>, UNC-Chapel Hill https://orcid.org/0000-0001-5047-830X
Kathryn Wall <kathryn_at_jacksoncenter_dot_info>, The Marian Cheek Jackson Center for Saving and Making History https://orcid.org/0009-0007-4917-3358
Anna Spencer <anna_dot_spencer_at_jacksoncenter_dot_info>, The Marian Cheek Jackson Center for Saving and Making History
Kyle Cunningham <kcunni_at_unc_dot_edu>, UNC-Chapel Hill https://orcid.org/0009-0008-5481-1593
Sage Clausen <sageclausen_at_gmail_dot_com>, UNC-Chapel Hill
Sarah Davey <srdavey_at_unc_dot_edu>, UNC-Chapel Hill

DOI: https://doi.org/10.63744/xeydxxsxdydq

Abstract

In the Spring of 2023, we collaborated on the development of a project for ENGL 114: The Rhetorics of Data, that tasked students with exploring the relationship between knowledge production and data through a collaborative Wikipedia project with the Marian Cheek Jackson Center for Saving and Making History, a nonprofit organization that preserves and celebrates the history of Chapel Hill and Carrboro's Black communities. To amplify the Jackson Center's ongoing oral history work digitally, the organization's public history leaders came together with a team at UNC-Chapel Hill to create a public digital humanities project for undergraduates that would offer students the opportunity to gain needed digital and data literacy skills by meaningfully contributing to the local community. In this case study, we outline: (1) the formation of this collaborative, reciprocal partnership that aids in the mission of the Jackson Center, (2) the power and intrinsic inequities in Wikipedia, and (3) the critical data literacies students develop through such a public humanities project. Ultimately, we argue that Wikipedia can serve as a bridge between community partners and classrooms of higher-ed institutions by centering community histories in accordance with the mission of community organizations to achieve key pedagogical goals, including the development of critical data literacy skills.

As we sat reviewing Wikipedia pages in the St. Joseph CME Church's basement next to the Marian Cheek Jackson Center, Mr. William Gattis, a lifelong resident of the Tin Top neighborhood in Chapel Hill, North Carolina, gave us some tough but fair feedback. He explained, "this page is beautifully written, but it glosses over the violence that we lived through. It is too simple and plain." With this statement, Mr. Gattis pointed to much of the problem with how Wikipedia and Wikidata often describe events in the past, which are used to shape search engine results and AI-generated overviews. This is a problem that we all were working together to address. He also demonstrated that we had more work to do in our collaboration between the Marian Cheek Jackson Center, students in Dr. Rivard's course on the rhetoric of data at University of North Carolina, Chapel Hill (UNC-CH), and the Digital Literacy and Communications (DLC) lab. 1

Mr. Gattis was referencing our recently created Wikipedia page for the Pottersfield neighborhood in Chapel Hill, NC. The goal of the page was to describe the neighborhood that sits just north of UNC-Chapel Hill's campus and constitutes part of the university's history that many students and contemporary residents in Chapel Hill know little about. The version of the page Mr. Gattis commented on described the neighborhood's history, beginning with its origins in the nineteenth century as a labor settlement for enslaved persons working for the University of North Carolina. It detailed the evolution of the neighborhood throughout the Civil Rights Era as many of its residents played pivotal roles in local and, in some instances, even national movements. The page included details about recent efforts to preserve the community's history with memorial plaques, guided tours, and oral histories. It concluded with a description of how the current community members were diligently working to preserve this history. 2

This meeting, held March 2025, consisted of faculty, undergraduate, and graduate students from UNC-Chapel Hill, Jackson Center staff, and key members of the Jackson Center's Community Review Board of which Mr. Gattis was a central member. For the most part, the community members in attendance agreed that the information on the Wikipedia page was factually correct. The people, places, and dates were accurate. Where the page fell short was in contextualizing the motivations and larger implications behind significant moments in the neighborhood's history — it did not attend to the difficult, inequitable, and often violent structures of power that wrapped around each date on the neatly articulated timeline. As Patricia Jackson (Community Review Board member and St. Joseph CME's secretary) stated, "This Pottersfield [on the Wikipedia page] is glamorous. The Pottersfield that we knew was thrown away property that nobody else wanted, that nothing else could happen on and they said, 'Ok, you could use this area.'" 3

As she made her remarks, others in the room nodded along. Mr. Gattis added: 4

> Actually it wasn't so much "you could use," but "this is where you are relegated to, because we have established Chapel Hill, white Chapel Hill, as being between Boundary Street and Merritt Mill Road. This is our territory. Now, we are going to relegate you all to the Northside of Pottersfield area, to Tin Top, to Pine Knolls, to South Lane and Windy Hill area because this is the worst areas in the town and we aren't going to be there but we don't mind you all being there."

As the conversation continued, it quickly became clear that the pages we compiled needed significant revision to meet our original mission of the project: forging a reciprocal and equitable partnership between students and faculty at UNC, Jackson Center staff, and community members to amplify community knowledge of local histories through the development of Wikipedia and Wikidata pages representing important historical sites in the Chapel Hill area. Wikipedia's knowledge structures and sourcing guidelines make it difficult to include the type of context and motivations outlined by Mr. Gattis and Mrs. Jackson. These guidelines require

“notable” topics, neutral language, “reliable” secondary sources, and prohibit original research [Wikimedia Foundation n.d.b]. Together these criteria often fail to acknowledge histories of marginalized communities deemed not “notable” because underrepresented groups lack the secondary sources Wikipedia considers legitimate [Silva and Scott 2023]. The result is that Wikipedia, despite its democratic ideals, reproduces many of the same knowledge hierarchies and historical erasures that have always privileged dominant groups while silencing minority voices [Tripodi 2021] [Silva and Scott 2023].

To disrupt these structural issues of inequity in Wikipedia, we developed a multi-step workflow that centers community knowledge and builds digital literacies for students and community members. The process consists of six steps: 5

1. Site selection by Jackson Center staff and community members
2. Research and drafting by undergraduate students from a course on the rhetoric of data (ENGL 114) in consultation with DLC staff to meet Wikipedia’s secondary-source guidelines
3. Collaboration with Jackson Center staff to publish oral history excerpts on their website — a workaround we invented since Wikipedia prohibits oral history as a primary source but allows quotes from oral histories on web pages
4. Revision and refinement of content
5. Publication of pages by ENGL 114 students along with an accompanying portfolio to meet course requirements
6. Ongoing page revision and long-term oversight by the DLC in collaboration with community members.

This paper uses our collaborative workflow as a case study to show how community expertise and university resources can work together to intervene in Wikipedia’s increasingly powerful knowledge structures. In so doing, we demonstrate how Wikipedia can serve as an important site for public digital humanities projects. We begin by outlining our partnership, then discuss issues in Wikipedia and Wikidata, and end with a more detailed description of our methods of intervention. 6

Crafting a Collaborative, Reciprocal Partnership

This partnership began in early 2022 when a mutual colleague connected Dr. Courtney Rivard (Director of the DLC lab and instructor of ENGL 114: Rhetoric of Data) with Dr. Kathryn Wall (Co-Director of Public History at the Jackson Center). Rivard was interested in creating a public digital humanities project for her rhetoric course in the Department of English & Comparative Literature, which also filled a core requirement in the university’s newly created data science minor. She also wanted to include students in the DLC Lab that she directed. The DLC serves as a hub for innovation in the humanities with a focus on digital humanities, critical games studies, digital literacy, and communications [Digital Literacy and Communications Lab n.d.]. Wall was hoping to connect with UNC’s students to further the mission of the Jackson Center. The Jackson Center is dedicated to honoring, renewing, and building community in historically Black neighborhoods in the Northside of Chapel Hill, Carrboro, and southern Orange County. The center’s aim is “to engage the power of civil rights history; the struggles and strengths of generations of long-term residents; the insights of all who work, live, play, serve, and worship in Northside neighborhoods; and partnership across multiple lines of difference to make community-driven change” [The Marian Cheek Jackson Center n.d.]. Part of this mission to preserve local history includes an oral history project, *From the Rock Wall: Living Histories of Black Chapel Hill/Carrboro.* The Jackson Center has been dedicated to telling these stories in a way that centers the voice, perspective, and agency of community members and community histories. As community member and former Carrboro-Chapel Hill NAACP president Eugene Farrar notes, “The only way our history can get told right is that we have to tell it” [From the Rock Wall 2023]. 7

From the Rock Wall contains so much important history, though like most oral history projects, browsing its contents is a challenge as faceted searching of the transcripts is not currently possible [Ma and Van Kleeck 2023]. To address this issue, the Jackson Center established a “Places” page on their website to highlight key oral histories attached to important sites around Chapel Hill, but it lacked significant web traffic. Wall suggested that Rivard’s students could help make these places and their linked oral histories available to a wider audience. To support the development of this course project, Rivard and Wall brought together a team that would ensure a reciprocal, sustainable, and non-extractive partnership that meaningfully benefited and involved the community as experts and collaborators. In particular, this meant acknowledging the university’s long history of one-sided partnerships that benefit the institution rather than the local community, as well as making sustained and consistent steps to work alongside community members to build a relationship of trust [Sanders Thompson and Hood 2016]. The initial team formed in 2022 consisted of Anna Spencer (Co-Director of Public History at the Jackson Center), Dr. Carly Schnitzler (former graduate student and DLC Digital Humanities Director), Katherine Stein (graduate student and DLC Public Humanities Co-Director), Dr. Alexandra Odom (former graduate student and DLC Public Humanities Co-Director), and Rolando Rodriguez (Humanities Data Librarian). As the collaboration grew, three additional team members joined the project in 2024: Kyle Cunningham (graduate student and current DLC Digital Humanities Director), Sage Clausen, and Sarah Davey (undergraduate student interns). What began as a community-oriented course project designed to give undergraduate students a more ethically informed understanding of the community in which they lived soon evolved into a years-long collaboration between university research lab, non-profit organization, and community members. 8

Why Wikipedia?

We selected Wikipedia as the platform that could best increase circulation of the Jackson Center’s resources and build students’ digital and data literacy skills, given its central position in knowledge circulation and the scarcity of Chapel Hill’s Black history on the site. Not only is Wikipedia increasingly the first site that many go to for basic research, but the semantic and linking structure of Wikipedia gives it a privileged position in search engine results, often appearing in knowledge boxes and AI summaries that searchers see first [Iliadis 2023]. As a result, Wikipedia serves as a “high-traffic gateway to the broader Web ecosystem” through its content [Piccardi et al. 2021, 249]. Now, as AI continues to mediate and consolidate digital knowledge circulation, Wikipedia has an even more prominent role in search ecosystems, for two primary reasons: 1) Wikipedia is among the largest sources of training data for commercial LLMs and 2) Wikipedia is a common source in AI summaries or overviews on popular LLMs and search engines[1] [Deckelmann 2023] [Lafferty 2025]. A 2025 Pew study found that Google users who encounter an AI overview or summary are almost half as likely to click on a traditional search result link, compared to those who do not see an AI summary — down from 15% to 8% [Chapekis and Lieb 2025]. Wikipedia is central to digital knowledge production and circulation, both as a consolidated source and as an infrastructural node. Therefore, we reasoned that creating pages dedicated to central locations in African American history in Chapel Hill would make these histories more visible and hopefully drive more traffic to the Jackson Center's website. 9

Wikipedia has been used successfully in classrooms for years to expand digital literacies [Ball 2019], conduct mixed-methods research (i.e., network analysis, interviews, participant reflections) [Littlejohn et al. 2021] [Kennedy 2017], explore and make public university archival materials [Vetter 2014], consider editorial authority and collaborative knowledge creation [Lockett 2019] [Estill 2017], and expand knowledge in a digital commons to be more diverse and inclusive [Gordon 2015] [El Khatib et al. 2020]. Outside of the classroom, community organizations have hosted editathons to advance the visibility of particular communities both in 10

the articles appearing on Wikipedia and as editors on the platform,[2] thereby broadening the scope of content and addressing key issues of equity [Silva and Scott 2023]. Developing such digital literacies aligned with learning objectives for ENGL 114 and community enrichment activities for the Jackson Center.

Despite these affordances, prior work on Wikipedia by some members of the group[3] made us well aware of major problems within and surrounding the platform that we would need to address. These problems included: 1) editorial power dynamics and representation; 2) rigidity around source notability and verifiability; and 3) missing data infrastructures on Wikidata. 11

Despite its democratic ethos of providing "free access to knowledge" in the world where "anyone can edit" [Wikimedia Foundation n.d.a], it is well documented that 80% of Wikipedia's content is created "by white men from Europe and North America" and is in need of significant diversification [Duncan 2020, 156]. These inequities are reinforced by factors like the time required for unpaid editing work, language barriers, technical literacy requirements, and a community culture that can be unwelcoming to newcomers, particularly those from underrepresented groups [Lockett 2019] [Duncan 2020] [Tripodi 2021]. For example, in a study of gender inequity in Wikipedia, Francesca Tripodi demonstrates that "women are reluctant to edit [Wikipedia] because the interface is not readily accessible and the 'pipeline' for participation is effectively broken" [Tripodi 2021, 1689]. Jim Brown argues that participation in Wikipedia and its overall ethos is impacted by "rules, regulations, and assumptions about identity and authority," which are reinforced through software and data structures [Brown 2015, 109]. 12

The central rules and regulations that impact participation and the knowledge accrued in Wikipedia involve its concept of notability and the type of sources that it deems reliable. Wikipedia describes "notability" as a test used by editors to decide whether a given topic warrants its own article, which is determined by having "verifiable, objective evidence that the subject has received significant attention from independent sources to support a claim of notability. No subject is automatically or inherently notable merely because it exists: the evidence must show the topic has gained significant independent coverage or recognition" [Wikimedia Foundation n.d.b]. 13

Such evidence is provided by sources that Wikipedia guidelines explain must be written from a neutral point of view, attributed to a reliable published source, and cannot include original research [Wikimedia Foundation n.d.b]. In other words, all evidence must consist of secondary sources. Importantly, oral histories, like the ones collected by the Jackson Center, would not be considered reliable sources. 14

Scholars of gender, race, and sexuality recognize the limitations these guidelines present when Wikipedia editors seek to contribute to or create pages on the platform about minority communities. Because underrepresented groups are less likely to be present in the kind of secondary sources Wikipedia deems acceptable, their histories are less likely to pass the notability test, thus creating significant absences on Wikipedia [Silva and Scott 2023] [Tripodi 2021]. Moreover, the arbitration of this concept of notability usually revolves around a narrow interpretation of Wikipedia policy that has been formed over the years by users who have spent extensive time editing Wikipedia and have moved up the ranks of administration status as one can get more administrative privileges only through more substantive edits on Wikipedia [Lockett 2019]. Gauthier and Sawchuk explain the impact of these decisions: 15

> Wikipedia is a large-scale information infrastructure, a classification system made of its own standards, categories, technologies, and the phenomenological experience of its users. Indeed, classification allows a segmentation of the world and is based on compromises ranging from epistemology to data entry. In this sense, classification work is political. Aspects of the work get deleted and made invisible, which means that voices are suppressed, and it produces a mainstream, universal narrative on a topic. Wikipedia's guidelines have become hard to change and to interpret differently. The result is that the classification of the world operated by its entries becomes rigid and maintains an epistemology that delegitimizes some topics and points of view [Gauthier and Sawchuk 2017, 395].

Wikipedia's centrality within digital knowledge circulation heightens the significance of these inequities, a status that is largely driven by Wikidata. 16

Wikidata began in 2012 as the central storage for the structured data of all Wikimedia projects including Wikipedia [Wikimedia Foundation n.d.a]. Wikidata constitutes a public repository of linked open data through the creation of semantic web connected not just by hyperlinks and documents, but also through structured data that links entities and relations [Sigalov and Nachmias 2023]. It can be read and edited by both humans and machines and provides the data necessary for Wikipedia's infoboxes and as well as Google to optimize its search capabilities [Minhaj and Urs 2021]. Each item in Wikidata is given a unique identifier and is composed of a label (the item's common name), a description, and any possible aliases. The description details the item's key characteristics through a statement that consists of a property and a value. Properties define how one thing relates to another on Wikidata in the form of a semantic triple (subject, predicate, object — or in Wikidata parlance, item, property, value). For example, "for a person, you can add a property to specify where they were educated, by specifying a value for a school. For buildings, you can assign geographic coordinates properties by specifying longitude and latitude values" [Wikidata n.d.]. Such linked semantic data "aims to eventually represent everything in the universe in a way computers can understand" [Simonite 2019]. 17

Because of its highly structured nature, Wikidata now constitutes one of the largest "free and open 'Big Data' knowledge bases" in the world [Sigalov and Nachmias 2023, 286]. This "means that one can query it and receive relevant and accurate answers, especially compared with traditional search engines… [making] it fertile ground for learning and research opportunities" [Sigalov and Nachmias 2023, 286]. Using the query service provided by the Wikidata platform, which provides a user-friendly way to run a SPARQL (database) query, one can answer questions that are not possible on traditional search engines such as Google, for example, "where are the birthplaces of women physicists in history" [McAndrew 2017]. Of course, to answer such a question requires there to be sufficient and accurate data drawn from Wikipedia pages and corresponding Wikidata entries. At the time of this writing, there are more than 120 million data items in Wikidata with 34,000 users. Despite its significance and rapid growth, there remain many gaps in data that often reproduce existing inequities around race, gender, and class [Ripoll et al. 2025]. 18

The way that data is structured has far-reaching significance. Ford and Iliadis argue, "The ways that Wikidata classifies phenomena have a ripple effect on how media, such as search engines and virtual assistants retrieve and directly convey facts, answers, meanings, and knowledge" [Ford and Iliadis 2023, 2]. These classification systems that reduce complex information on Wikipedia into barebone semantic triples effectively erase the "narratives, detailed historical backgrounds, academic references, news stories, and in-depth descriptions of individuals' lives…What remains is a database of interconnected facts that can be queried, providing individuals with quick answers, concise knowledge, and limited data specific to their inquiries" [Ford and Iliadis 2023, 6]. 19

It is because of the immense power that Wikidata and Wikipedia now play in the information infrastructure that shapes our world that they mark important terrain for the field of digital humanities to explore, especially projects that are pedagogical and community focused. Students and community members can, as Melanie Kill writes, "learn a great deal about effective [and perhaps ineffective] collaboration in practical and real world terms, and reflect on the diversity of contemporary knowledge-making methods and practices, by participating in existing public digital humanities projects like Wikipedia" [Kill 2012]. Moreover, Wikidata is now becoming a focal point in many DH projects interested in data annotation, "metadata curation, modelling, and Named Entity Recognition (NER)" [Zhao 2023, 869]. 20

To take advantage of the affordances of Wikipedia and address issues of absence and equity within its structures, team members crafted an assignment for Rivard's Rhetoric of Data course (ENGL 114) that was supported by the DLC lab after the class ended in which each Wikipedia page was presented for review to the Jackson Center's Community Review Board; their feedback was then incorporated into the pages, and the DLC lab continues to monitor the pages. Future iterations of ENGL 114 have also followed this workflow and made use of this support structure. The following sections explain this workflow in more detail, noting problems and successes that emerged in the process, most significantly how to attend to the problem that oral histories are not considered reliable sources. 21

Assignment Structure

First taught in Spring 2022, English 114: The Rhetoric of Data fulfilled requirements in both the English department's Writing, Editing, and Digital Publishing concentration and UNC's Data Science Minor. The course examined rhetoric, digital media, information, and data while requiring students to evaluate how data shapes power structures and impacts lived realities. In creating the Wikipedia project, we aimed to fulfill these course goals, while helping students learn about the important sites in Chapel Hill history by supporting the work of the Jackson Center. The assignment consisted of putting students into groups with defined roles in which they created Wikipedia and Wikidata pages on a historical site of the Jackson Center's choosing, and then individually created a portfolio that showcased their work on the project, a narrative reflection, and an example of running Wikidata queries related to linked topics associated with their Wikipedia pages. Students began the semester exploring key concepts in theories at the intersection of rhetorical studies and data studies and then moved into the Wikipedia project, which consisted of a six-week instructional plan that emphasized the community-based nature of the project by drawing on the expertise of our different team members (see appendix A). 22

This plan was designed to model what Schwan and Thomson refer to as "a circular flow of knowledge between academia, other organizations and communities" [Schwan and Thomson 2023, 3].[4] Our goal was to show students that collaborative work lies at the heart of public humanities, both inside and outside of the university [Smulyan 2020]. Wikipedia projects are uniquely suited to provide students with public opportunities that reach outside the university. Not only, as Julie D. Nelson writes, does "Wikipedia encourage students to engage in community-based research and writing…as students produce knowledges and stories to share with (and intervene in) the global Wikipedia community," but also "as students go into their [own] communities to find local, valuable, and underrepresented knowledges" [Nelson 2018, 490]. By completing Wikipedia and Wikidata projects, students become a part of this circular flow of knowledge, noting powerful inequities that shape it and finding ways to intervene. The plan emphasized the following three themes: 1) Digital Rhetoric and Wikipedia, 2) Integrating Oral Histories within Wikipedia Guidelines of Notability and Verifiability, and 3) Information Infrastructure and Wikidata. 23

The Digital Rhetoric of Wikipedia and Barriers to Participation

To bridge previous coursework on data rhetorics with the Wikipedia project, students were first introduced to the rhetorical affordances and limitations of hypertext, Search Engine Optimization (SEO), and (quite directly) the processes involved in editing Wikipedia. Building off of a class session that focused on a genre analysis of Wikipedia pages by Rivard, Schnitzler provided a guest lecture to lead a series of activities that helped students identify hypertext as a central feature of a Wikipedia article's design and citational practices. She carefully pointed out the differences between hyperlinks and secondary-source footnotes on Wikipedia. Both are forms of citation, but there is a key distinction in their primary purposes — hyperlinks connect, and footnotes verify. As the style guide notes: "Internal links bind the project together into an interconnected whole… and external links bind Wikipedia to the World Wide Web" [Wikimedia Foundation 2005]. This means that when one is writing and editing on Wikipedia, they are writing for (at least) two primary audiences, to which hyperlinks matter a lot — namely, other Wikipedia readers and search engines. 24

After a discussion of the considerations to be made when writing for these two audiences, students were tasked with making their first Wikipedia edits in small groups. In keeping with suggestions offered by the "Editing Wikipedia: A Guide for Student Editors" by Wiki Education, students created new accounts and then made small edits to an existing Wikipedia page to achieve autoconfirmation status. Before a new user can create a new Wikipedia page they need to obtain "autoconfirmed" status, which occurs after they have made ≥10 edits to existing pages within 4 days. Wikipedia explains, "the main reason for having autoconfirmed status on Wikipedia is to prevent vandalism and other types of disruptive changes to popular pages by allowing only users who have shown they can make only good changes to change these pages" [Wikimedia Foundation 2023a].[5] We selected the Orange County Training School (OCTS) Wikipedia page as the focus of this activity to encourage students to begin their autoconfirmation process by engaging with the only existing Wikipedia page that also had a presence in the *From the Rock Wall* archive. This page is the first Google search result when one searches "Orange County Training School" and also provides the content for the Google-generated quick-info sidebar (Figure 1). 25

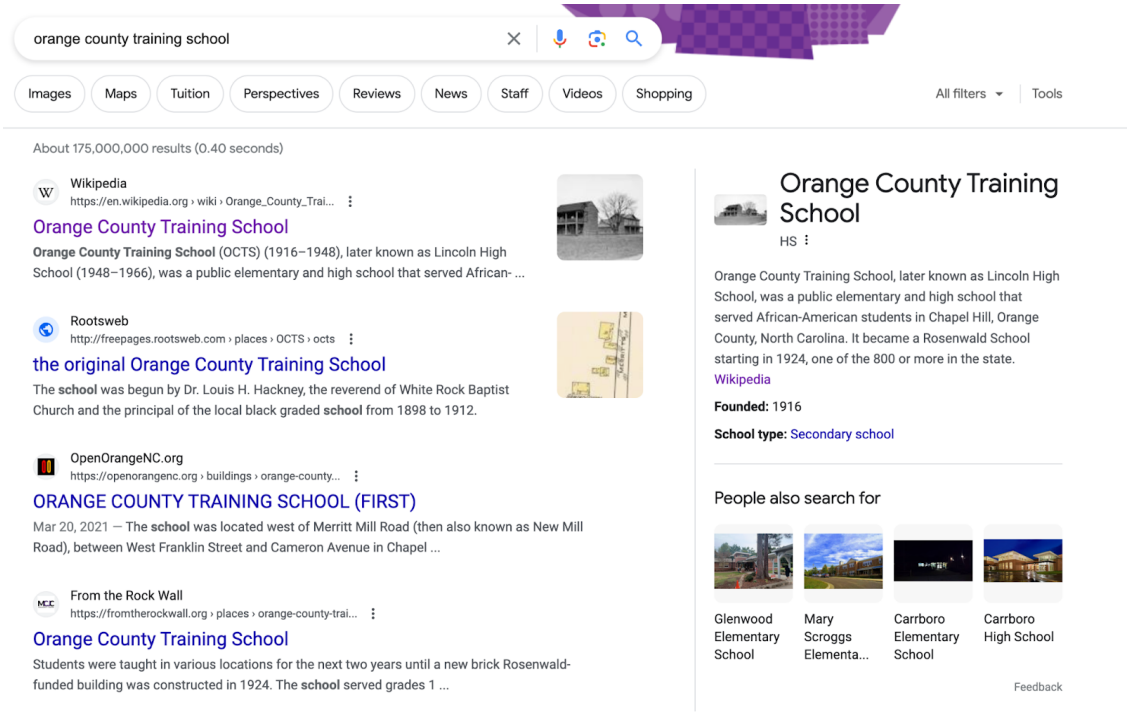


Figure 1. Front page Google results for “Orange County Training School”.

After discussing terms and other webpages to link, students edited the OCTS page to include more hyperlinks and, in turn, increase the connections of the page both within Wikipedia and its visibility on search engines and across the internet. However, within minutes of this class ending, multiple students who edited the Orange County Training School page had their accounts suspended by a much more established editor for “disrupting” Wikipedia by adding too many links at once. These students were experiencing the exact “broken pipeline” in participation that so often works to reify existing power hierarchies [Tripodi 2021]. Suspending the students’ accounts rather than just reverting the changes was a rather aggressive decision from this Wikieditor that effectively prohibited students from doing anything within Wikipedia until their accounts were restored. To address this problem, Rivard joined the talk page for the Orange County Training School to discuss this issue with the editor. Talk pages sit behind each Wikipedia page as a space for editors to discuss changes. These talk pages evidence how different editors interpret Wikipedia’s principles to come to a consensus about what information is allowed to exist on the site. As such, it is within these pages that one can see how power hierarchies and gatekeeping operate. 26

Rivard explained that this was a class project and there was no malicious intent, and questioned why the student’s accounts were suspended rather than just having their changes reverted. The editor replied that the students did not add some of the links correctly and took the multiple changes to one page as a sign of attack, but agreed to reinstate the students’ accounts, along with only some of the links they originally added. This perplexing exchange and punitive behavior from the editor provided a powerful teaching moment. It evidenced how new editors must not only accrue additional technical literacies,[6] but must also take the leap into a fresh discourse community of more experienced, powerful, and opinionated editors. As Alexandra Lockett writes, “editing Wikipedia to improve content gaps sounds good, but editors are often too unfamiliar with the Wikipedia community to fight for the knowledge they seek to represent” [Lockett 2019, 212]. 27

As these Wikipedia pages for important sites in Chapel Hill’s historically Black neighborhoods were drafted and posted, other editors began to take notice, revising, reformatting, chatting, and flagging issues, some of which remain on the current iterations of the pages. These interactions were variously positive, negative, and neutral for the students — one student gained an official mentor on Wikipedia, while several others were asked to defend their editorial choices. All of these interactions left lasting impressions on students. In response to an end-of-assignment survey question asking, “What barriers do you see in the current structure of Wikipedia to creating articles that equitably represent a diverse range of community contexts?,” most students (13 of 17) independently cited editors with higher levels of administrative power as direct barriers. 28

These interactions and experiences offered students a valuable lesson in understanding how power operates in Wikipedia and its larger impact on the relationship between data infrastructure and knowledge production. For example, in their final paper, one student made a connection between the role of algorithms and Wikipedia editors. They write, 29

> In his “The Social Power of Algorithms,” David Beer talks about the relationships between data, power, and algorithms. He argues that algorithms play a profound role in shaping the way information is distributed, giving them immense power in society. Algorithms have the power to tell “Places” They can “decide what matters and... what should be most visible” [Beer 2016, 6]. Wiki editors have the same type of power, which we experienced firsthand. By blocking our accounts and removing our edits, the Wiki editor had the power to identify what information would be available to the public and what information would not be.

While this lesson in power made students feel disheartened at first, we leveraged it as a learning opportunity, encouraging them to think about the audience and genre conventions of their Wikipedia writing. Noting precisely this, one student wrote, “I realized that… the people who we were trying to persuade were the Wikipedia editors; by following the pillars and guidelines of Wikipedia we were trying to persuade these editors that these pages deserved to stay up.” 30

Making Oral Histories “Fit” Wikipedia Guidelines of Notability and Verifiability

A central feature of this project for students was centering community knowledge through the Jackson Center's oral history project. Oral histories are inclusive, as 31

Barbara W. Sommer and Mary Kay Quinlan write, “bringing in many voices, not just the more powerful or dominant that are traditionally excluded in existing records” [Sommer and Quinlan 2020, 4]. Done well, oral histories “help to interpret and define written records and make sense out of the most obscure decisions and events,” adding valuable interpretive context to histories often not centered in traditional records [Ritchie 2014, 118]. Individual stories, told by the people who lived them, hold a unique power to illuminate not just personal histories, but history writ large on a local, regional, and national scale. However, oral histories fall outside of what Wikipedia accepts as reliable sources. Because secondary sources in which “no original research” including personal experience is allowed, it effectively prohibits oral history [McDowell and Vetter 2021, 32]. While these guidelines are important for preventing misinformation, they also end up outsourcing “its trust in information to those who have the power to publish,” thereby often rendering marginalized histories as unreliable including those histories that have only been captured through unpublished oral histories [McDowell and Vetter 2021, 66].

32 At first glance, this would mean that the robust oral history project created by the Jackson Center would be ineligible for inclusion as a reliable source in Wikipedia. To attend to this significant contradiction, we came up with a workaround, or what Wall came to refer to as a “Trojan Horse” approach, to transform the Jackson Center oral histories into a “reliable” Wikipedia source. While oral histories on their own are not considered reliable by Wikipedia, a published work that discusses and contextualizes the material, can render them reliable. Websites, especially organizational websites, are frequently cited as sources on Wikipedia. Therefore, if the Jackson Center published excerpts of key oral histories on their website then they would be considered reliable sources. We worked this “Trojan Horse” approach into the assignment structure and post-course page revision processes, inviting students and DLC members to contribute to an important intervention addressing inequity within this knowledge system.

33 After students had autoconfirmed Wikipedia accounts and understood the rhetorical conventions of the genre, Wall, Odom, and Stein came for class visits to discuss the complicated terrain of source reliability and what that meant for conducting research for the Wikipedia page. Wall explained the significance of the Jackson Center’s efforts and the centrality of oral history as a method in those initiatives. Odom and Stein laid out Wikipedia’s policy around oral histories and our “Places” approach for incorporating community members’ knowledge through inclusion of excerpts of oral histories on the Jackson Center’s website. They also helped students identify other secondary sources that fit within the bounds of Wikipedia’s credibility guidelines to provide adequate and diverse source support. Students were encouraged to use local newspapers including those that specifically served the Black communities in Chapel Hill and Carrboro, which were widely available through databases like Digital NC, an online digitization project supported by the state library and UNC-Chapel Hill.

34 Following these sessions with Wall, Odom, and Stein, students were put into groups based on their preferences for working on historical sites selected by the Jackson Center: Hollywood Theater, Hargraves Community Center, Hackney School, Pottersfield, St. Paul AME, and Watts Restaurant.[7] In selecting these sites, Wall first created a large list of sites the Jackson Center desired to be featured in Wikipedia to draw greater attention to their oral history project and the site’s historical significance. Rivard and the DLC staff then evaluated which of these sites would work best for class work making sure there were sufficient secondary sources and oral histories available. Students spent several weeks conducting research for their respective pages, which included referring to the databases identified by Odom and Stein as well as reviewing the oral histories conducted by the Jackson Center. When students wanted to refer to specific quotes from the oral histories, Wall would update a “Places” page on *From the Rock Wall*’s website for that site to include the quote (Figure 2). The students would then cite the “Places” page so that the community’s history was centered in the Wikipedia page. Moreover, Wall plans to refer to the Wikipedia pages on these “Places” pages to encourage the circular flow of this knowledge.

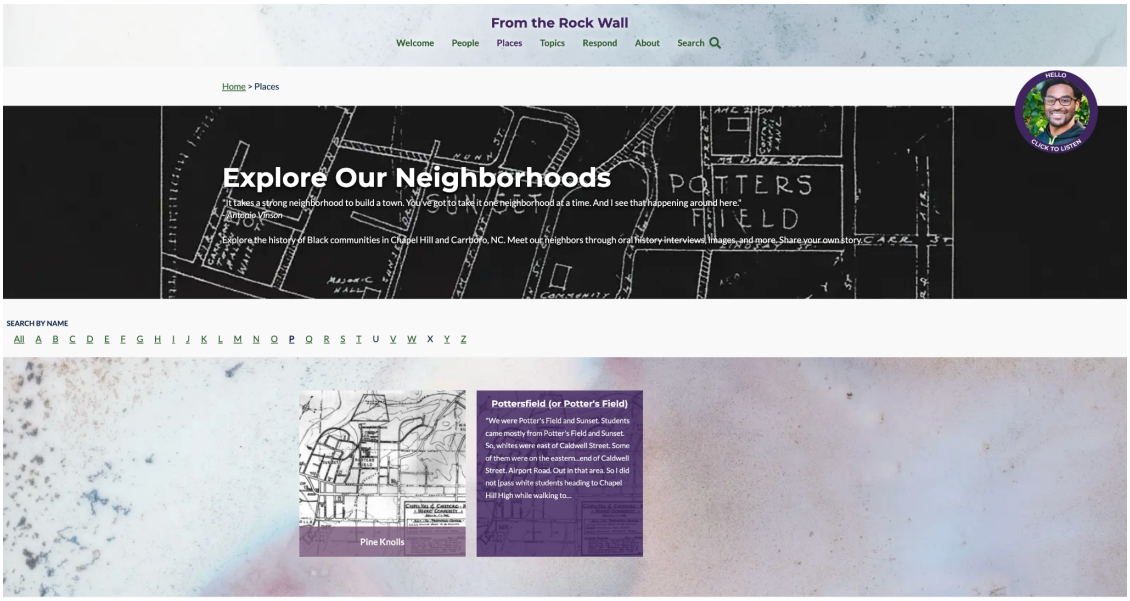


Figure 2. From the Rock Wall “Places” page search results, with visible oral history quote for Pottersfield.

35 By incorporating community residents’ voices into Wikipedia pages about historically significant Black community sites, students used their knowledge of the platform to amplify voices that might otherwise go unheard in spaces like Wikipedia — particularly those of community members who are experts on their own history. As of this writing, all of the class’s Wikipedia pages are still up, all with references to *From the Rock Wall*’s oral histories (Figure 3). Moreover, through the process of creating and editing these Wikipedia pages, students gained a deeper appreciation for the proud history of the Black community in Chapel Hill and a commitment to honoring and preserving it. After the project concluded, many students emphasized that the class’s connection to Wall and the Jackson Center in particular made the most impact. When asked about the value of working with community partners to create Wikipedia pages, one student said that “I think this is extremely important, as they [community partners] have the most knowledge about their history, and the most accurate knowledge.”

References [edit]

1. ^ a b c "Pottersfield (or Potter's Field) | From the Rock Wall". *fromtherockwall.org*. Retrieved April 22, 2025.
2. ^ a b c d "Pottersfield (or Potter's Field) | From the Rock Wall". *fromtherockwall.org*. Retrieved May 2, 2023.
3. ^ a b "Building on history". *The University of North Carolina at Chapel Hill*. Retrieved May 2, 2023.
4. ^ a b c d e f g h i j k "An Introduction to Northside History – The Marian Cheek Jackson Center". Retrieved May 2, 2023.
5. ^ a b c "Northside Neighborhood - Chapel Hill/Carrboro, NC - LocalWiki". *localwiki.org*. Retrieved May 2, 2023.
6. ^ a b "Saving Northside, the largest black community in Chapel Hill – Omnibus". Retrieved May 2, 2023.
7. ^ "Our Mission". *self-help.org*. Retrieved May 3, 2023.
8. ^ "New monument honors Chapel Hill's Freedom Fighters, civil-rights history". *The Herald Sun*. May 1, 2017.
9. ^ "The Land Bank – The Marian Cheek Jackson Center". Retrieved May 3, 2023.
10. ^ "About Chapel Hill Transit | Town of Chapel Hill, NC". *www.townofchapelhill.org*. Retrieved May 2, 2023.
11. ^ a b "A Note on "Northside" | From the Rock Wall". *fromtherockwall.org*. Retrieved April 26, 2023.
12. ^ "Valerie Foushee - On attending segregated elementary schools | From the Rock Wall". *fromtherockwall.org*. Retrieved April 26, 2023.
13. ^ "Chapel Hill Nine Memorial, Chapel Hill". *Documenting the American South*. May 2, 2023.
14. ^ Inge, Leoneda (February 27, 2019). "Chapel Hill Nine To Get Marker on Franklin Street". *North Carolina Public Radio*.
15. ^ "Our Namesake: Mrs. Marian Cheek Jackson – The Marian Cheek Jackson Center". Retrieved May 2, 2023.
16. ^ "About". *Valerie Foushee*. Retrieved May 2, 2023.

Figure 3. The References section from the Pottersfield Wikipedia page, one of the student-originated Wikipedia pages.

Information Infrastructure and Wikidata

Together with creating the Wikipedia pages, students also created accompanying Wikidata pages for each site. They were also responsible for using Wikidata's query tool to investigate a dimension of data related to their chosen site for their individual portfolio that accompanied their group's published pages. The last part of our lesson plan focused on understanding the power and limitations of the structures on Wikidata and its query tool. Learning about how Wikidata works helps students gain important data literacy skills such as data processing, digital provenance, data ethics, and data completeness [McAndrew 2017]. Rivard with the help of a class visit from Rodriguez focused on equipping students with the literacies needed to contribute to Wikidata, while also underscoring the powerful role of information infrastructures represented by the structures of Wikidata, especially when structured data is created by a community of users, not just experts. As Marisa Ripoll et. al. explains, there are limitations to vast open-ended collaboration within Wikidata as most editors make only a few edits and do not completely grasp the way the data is designed to be machine readable (i.e., the data is structured, standardized, uniquely identified, and published in formats such as RDF and JSON designed for computer use) [Ripoll et al. 2025]. The same content gaps and biases demonstrated in Wikipedia around topics such as gender, race, and sexuality are reproduced in Wikidata [Ripoll et al. 2025]. Because LLMs and search engines constantly use Wikidata, these biases and gaps are then passed along. By working to create their own Wikidata pages, students became aware of how these biases are generated from the shape of data structures. 36

Contributing to Wikidata does not involve editorial review,[8] so students could add to Wikidata pages without fearing the kind of response that they experienced on editing their first Wikipedia page. Students did, however, struggle with property selection; they discovered that the seemingly straightforward relational data structure of subject, predicate, object (i.e., item, property, value) was far more interpretative than it first appeared. Choosing the correct predicate to connect two objects revealed some difficulty, as the vocabulary was not always straightforward and some of the terms had similar definitions. Properties that indicated concrete information of an item, such as its origin date or address, were grasped with ease but more abstract properties were more difficult to understand. Because these concepts were abstract and there was no editorial oversight, there was a general lack of uniformity among the properties, which limited the potential of its linked data. Even when the vocabulary used was understood, students found that there was an absence of data (and relational structures) concerning topics such as activists and cultural centers that were key to connecting and describing the sites in the historically Black neighborhoods served by the Jackson Center. 37

For example, the group of students who created the Wikipedia page for Watts Restaurant noted that the restaurant marked the site of an important sit-in protest in 1963 during the Civil Rights Movement. After creating the Wikipedia page dedicated to explaining this history, the students wanted to create a property in Wikidata for involvement in the civil rights movement such that they could run a query that would show them all the important sites in the Civil Rights Movement in North Carolina. However, no such property existed, so they would not be able to answer this query. Unlike other problems in Wikipedia, this was not an issue of an absence of data, but instead an absence of the data structure to account for such a crucially important part of American histories. As one student explained in their final paper, "These gaps were not necessarily the result of the data not existing but were rather the result of poor linking connections. In turn, this causes an imbalance in power dynamics that disadvantages marginalized groups of people." These gaps added another valence through which students could think critically about why certain data, such as items related to the histories of these communities may be sparse compared to data related to others. 38

DLC Revision and Community Feedback

By making use of an instructional design that introduced community experts into the classroom, the community-based instructional design of the course mirrored the community-based creation of the Wikipedia and Wikidata pages. Our appeal to these different sites of knowledge made clear the fundamental interdisciplinarity and interconnectedness intrinsic to the digital public humanities. The community-based structure of the course drew students' attention to the fraught and complicated ways in which power — often exercised through definitions of legitimate data — is distributed between the pedagogical space of the classroom, the institutional contexts of the university, and the community-first perspectives of our partners at the Jackson Center. Students were invited to intervene in this complicated terrain as the assignment and the larger project that it fits within positions "Wikipedia as a rhetorical challenge" in which we must "learn to push the boundaries of acceptable Wikipedia style and content" [Nelson 2018, 490]. Because of the real-world stakes of this project, students were committed to using the tools we learned in class to address the uneven power relations in Wikipedia and Wikidata. One student explained in their paper that they viewed the objective of our project as making "the Jackson Center initiatives more visible. By including these pages on Wikipedia, the most comprehensive digital database, we get to decide what matters and what is most visible… through our efforts, hopefully we have 'counted' these histories [from the Jackson Center] into the modern digital humanities sphere so that more people can learn about their stories." Such feelings show how assignments that position "Wikipedia as a rhetorical challenge" give students the opportunity to "learn to push the boundaries of acceptable Wikipedia style and content" [Nelson 2018, 490]. 39

Though the course successfully met learning outcomes in digital and data literacies and created valuable Wikipedia and Wikidata pages about Chapel Hill's Black 40

history, our workflow prioritized sustainability beyond individual semesters. We aimed to avoid the single course project model, where community partners invest resources in a class only for the collaboration to end when students leave, treating their work as a conclusion rather than a foundation for ongoing engagement. Such single course projects, even those with the best of intentions, contribute to extractive and exploitative relationships between universities and communities [Knight 2022]. To ensure the longevity of the project, our steps included continued editing by DLC lab staff, presentation of the pages to community members, further revisions after community feedback, and adjustments for subsequent sections of ENGL 114.

41 This workflow that extended beyond the course was made possible by positioning the project within an already existing institution (the DLC Lab). Rivard, who founded the lab in 2018, created a public humanities initiative within the lab to fund the graduate students working on the project as well as leverage the resources, expertise, and infrastructure of the DLC. Having an infrastructural home-base for this project not only helped secure the funding necessary to retain project staff but also guaranteed continuity for this project and for this collaboration long term, demonstrating the lab's commitment to the Jackson Center that extends far beyond the limits of a single semester of work.

42 While the pages created by ENGL 114 students represented good initial Wikipedia pages that passed Wikipedia editors test of notability, more editing was necessary to address issues raised by other Wiki editors and to honor the complexities of the histories the pages discussed. DLC staff edited each page with attention to the use of sources, paying particular attention to their historical credibility. Much of the necessary editing surrounded the use of sources, which partially was a result of students' lack of training in historical research methods and Wikipedia's rules of verifiability. As we reviewed their final pages, we noted that the students excelled at finding sources that helped them to understand the narrative history of these sites. A common challenge, however, was their ability to discern what was a credible secondary source. One page, for instance, included a citation that was merely a hyperlink to a Word document with a narrative about the history of the Hargraves Community Center, summarizing an interview done with a former director of the Center in the 1980s from a UNC archive [From the Rock Wall n.d.]. After further research, we found relevant newspaper articles that confirmed the information presented in the cited source. While the archival source was a great starting point, it was just that — a starting point. Eventually, the original citations and references were replaced with the stronger and more credible citations to the original newspaper articles.

43 Our class discussions modeled how these documents could lead to stronger secondary sources, but students needed more practice to understand which sources met Wikipedia's requirements. We adjusted our lesson plans for later sections accordingly. Moreover, because this was a first-year course, many of our students had not yet had in-depth experience or training with identifying the kind of credible historical sources necessary for this particular platform. It was essential to have advanced graduate students trained in archival methods to extend these undergraduate students' work. Wiki editors are vigilant about attending to the principles of verifiability, thus, the work done by these graduate students allowed us to ensure that all sources were vetted.

44 After DLC staff further edited the pages, they presented the pages to the Community Review Board (CRB) at the Jackson Center, and then held open community meetings where anyone community members affiliated with the Jackson Center could attend. Links to all of the pages as well as printed copies were shared beforehand so that participants could review the work that had been done. In these meetings, community members were asked to give feedback on the pages and were also informed of the Wikipedia rules of editing and page creation. Many CRB members had already been watching and discussing the pages' progress as updates were routinely shared by Wall throughout the process. CRB member Pat Jackson relayed the community's excitement, commenting that one of the pages was "talked about at [a local restaurant] for two weeks."

45 Importantly, community members provided critical feedback based on their shared knowledge and lived experiences. For example, Mrs. Jackson noted an error made on the Hackney School page in regard to its original location, mentioning that it was something others had noticed as well [Hackney School 2026]. In these meetings, CRB members gave additional information that was essential to accurately, ethically, and comprehensively representing the history of these important community spaces such as those in the introduction of this article. The Jackson Center staff also used this historical detail provided by community members to edit their oral history website pages related to relevant sites thereby creating a source of deep, accurate community history that serves as a source of information and direct quotation for future Wikipedia edits.[9]

46 Though these lived experiences of community members were essential to understanding the history of these sites and made available on the Jackson's Center website, we worried that only using quotations of oral histories that explained these experiences on their website would likely not pass Wikipedia's "verifiability" guideline [Wikimedia Foundation n.d.b]. Based on previous experience editing pages and significant scholarly resources, we knew that there would be increased attention to our pages as they focused on addressing historical silences, and Wiki editors were quick to delete sections that did not have "adequate sources" [Tripodi 2021].

47 To ensure that our pages would not be deleted, we increased the size of the DLC team by bringing in undergraduate research interns (Sarah Davey and Sage Clausen), working alongside DLC graduate students with the goal of finding additional sources that supported the knowledge of the community members. For example, in one meeting, Mr. Gattis recalled a recent community event where a family member of a Pottersfield resident told a story of her childhood visits to the town. As she recalled these visits, she mentioned that the neighborhood had no running water and that community members were still using outhouses, a shocking difference from the town where she grew up. From Mr. Gattis's perspective, the story was told as if the Black residents of Chapel Hill were merely "backwards" country folk, but the reality was their community was intentionally excluded from municipal development. Davey and Clausen conducted extensive historical research to further flesh out Mr. Gattis' knowledge about this history including that this lack of development was a symbol of institutional racism. Through this research, they acquired articles from *Chapel Hill Weekly*, Board of Alderman meeting minutes, and a Master's thesis by Charles Freeman told the story of how the community repeatedly petitioned for installation of sewers and water lines, but were ignored for over a decade [Freeman 1944]. We were then able to cite these sources alongside oral history excerpts of Mr. Gattis from the Jackson Center's website, thereby providing extensive and abundant source support that overwhelmingly meets Wikipedia's verifiability guidelines.

Conclusion

48 Ensuring that the histories we collaboratively created remain on Wikipedia requires extensive research (and related time and resources) as it is often difficult to find sources that support community members' knowledge as much of this history has not been cataloged and preserved because of structural inequities in library and archive systems. Another instance at this same meeting on the Pottersfield neighborhood Wikipedia page evidences a research difficulty that we found too common. There was a strong consensus among all members present that Black residents were originally relegated to Pottersfield because it was a geographically undesirable area in the late nineteenth century mostly due to routine flooding that occurred, often experiencing significant run-off from the adjacent university. Topographical maps make it clear that Pottersfield was established in a place that was undesirable agriculturally and sat at a lower elevation [Town of Chapel Hill]. The area was (and still is) easily flooded, and huge swaths of it have rocky soil that would make it difficult for agricultural development. It is also placed further

away from the University and the city's main streets. While various features of the community and the collective memory of this narrative make this claim of undesirability that led to the Black community being relegated to this location clear, few sources from this time period even exist as the town's most prominent newspapers and many of the government organizations that keep extensive records and meeting minutes about the town's happenings were created much later [The Chapel Hill Weekly 1923-1972].

In such cases, Wikipedia's editorial guidelines make it nearly impossible to recount history accurately because they require editors to ground claims in secondary sources that not only exclude the lived experience of marginalized communities but have historically served to actively further the interests of dominant groups. The result is a recollection of historical events that is often unable to adequately represent the experience of communities like the one in Chapel Hill. Despite the efforts of Black Chapel Hill residents to honor and preserve their own history through extensive oral history projects, walking tours, and community events and resources, many of the records they have created do not meet Wikipedia's requirements for "credible" sources [Wikimedia Foundation n.d.b]. One can only imagine how this would be even more challenging for communities who do not have formal organizations like the Jackson Center that are committed to preserving local histories. 49

As Wikipedia continues to shape AI training data and search results, the stakes of these editorial norms only grow higher. Our ongoing collaboration suggests that sustained, reciprocal partnerships between universities and communities can help intervene in these knowledge structures, but such interventions require institutional support, dedicated resources, and a willingness to push against Wikipedia's boundaries. Most importantly, they require centering community voices not just as sources to be cited, but as experts whose knowledge deserves recognition within digital knowledge infrastructures. It is our hope that this paper provides some practical tips about how to forge collaborative projects that pool resources as well as how to push against the powerful boundaries of Wikipedia to create more robust, accurate, and inclusive knowledge structures. 50

Appendix A: Wikipedia/Data Project Overview

In this final project, we will explore the relationship between knowledge production and data through a collaborative Wikipedia project with Marian Cheek Jackson Center. The Jackson Center is dedicated to "to honor, renew, and build community in the historic Northside, Pine Knolls, and Tin Top neighborhoods of Chapel Hill and Carrboro, NC." Part of their mission to preserve history includes an oral history project,https://fromtherockwall.org/ From the Rock Wall. This robust project contains so much important history though to get access to it, one must navigate deep into the organization's website. To help make some parts of this history more easily accessible through web searches, we will create Wikipedia pages of selected important locations in the Northside neighborhoods. Because of the linking structure, the frequent updates, and the great semantic markup, Wikipedia almost always ranks high in search engines and is used as training data for generative AI. Therefore, by creating these Wikipedia pages for the Jackson Center, we will help to make their information more visible. Through this effort, we will directly explore and analyze power structures within Wikipedia through different types of data analytics. 51

For this final project, you will work in groups of four people to create a Wikipedia page with an accompanying Wikidata page on one important place in the history of the Northside neighborhoods for the Jackson Center, and you will present your Wikipedia and Wikidata pages together during our final exam period. In addition to the group work, each person will individually turn in a portfolio that describes their work, reflects on the process of creating these pages, and conducts a Wikidata query based on the data generated from your project. 52

Group and Site Selection

We will select groups for your Wikipedia page in class, and you will create a Memorandum of Understanding to identify specific roles and responsibilities for each group member. 53

We will work in class to select historical sites based on group interest. These sites were selected by the Jackson Center because of their importance to local history. 54

Requirements for Wikipedia pages

Each Wikipedia page must: 55

1. Follow the guideline of the 5 pillars of Wikipedia, including their genre rules concerning a neutral point of view, using reliable sources, and avoiding copyright and plagiarism
2. Include at least 2 internal links from each person in the group (for example, a group of 3 will have at least 6 links)
3. Include at least 4 sources from each person in the group (for example, a group of 3 will have at least 12 sources). Note: these sources can include external links.
4. Include at least one image
5. Include an Infobox
6. Include the following sections: Lead section, body section entitled "History" with at least 3 subtitles, See Also, and References
    1. Note: if a different title/subtitle organization is necessary for your Wikipedia page, you can get approval for the alternative structure
7. Be at least 500 words long, not including the references

Requirements for Wikidata pages

Each Wikidata page must: 56

1. Include at least 2 Wikidata properties from each person in the group such that there are 8 properties. Each property must follow the Wikidata conventions for data creation.
2. Include at least 1 reference for each property

Requirements for Final Presentation

You will present your group's Wikipedia and Wikidata pages together with important points regarding the relationship of power and data that came up during the project. 57

As a group, you will present your Wikipedia and Wikidata project to class during your final exam period. Each group will have 12-15 minutes to present. You will need to create slides for your presentation with PowerPoint or another program to provide visuals alongside the spoken portion of the presentation. 58

The final presentation should address the following: 59

1. Work Distribution
    1. Discuss the role of each person in the group, and the work they performed in the project.
2. Wikipedia page
    1. Present your Wikipedia page
    2. Discuss the production process:
    3. What pillars within the Wikipedia guidelines did you find most helpful?
        1. What model article did you use to craft your page?
        2. What did you find most challenging about creating your Wikipedia page?
        3. What research did you find most helpful?
        4. What pages did you link to and why?
    4. Describe how your pages' linking structure will impact the Jackson Center's mission of promoting the history of the Northside communities.
3. Wikidata Analysis
    1. Present your Wikidata page
    2. Discuss the production process:
        1. How did you decide what properties to create?
        2. What other Wikidata properties that were related to your Wikidata page did you look to for guidance in creating your properties?
        3. What links or connections were hoping to make by creating this property?
        4. What did you find most challenging about creating your Wikidata page?
    3. Present the Wikidata query visualization of each group member. Each person should explain:
        1. What did you query?
        2. What did you find in your query?
        3. Why did you choose to visualize this data in this way?
        4. Is there anything that you found surprising about this data (or the absence of it)?
        5. What else would need to be done to make this data more enriching and/or helpful?
4. Critical Reflection
    1. Discuss how your group saw the relationship between rhetoric, power, and data arise in the Wikipedia/Wikidata project?
        1. What did you all find most interesting about this project?
        2. What was the greatest challenge?
        3. What advice would you give to the Jackson Center for creating other Wikipedia and Wikidata pages relating to their mission?

Requirement for Wikipedia Project Portfolio

In addition to the group portion of this project, you will individually turn in a Wikipedia project portfolio. 60

The portfolio will consist of the following sections below. Please create subheadings for each of the numbered sections. Answer each of the questions in paragraph form (no bullet points). 61

1. Work Sample
    1. Pdfs or screenshots of your Wikipedia and Wikidata pages
2. Project Planning and Work Distribution
    1. A description of the work you contributed to the project including the 5 links and 2 sources you provided to the Wikipedia page and 2 properties and citations that you provided for the Wikidata page and how you performed given the responsibilities set out in your group's MOU
    2. Questions to address in your description:
        1. How did your group divide the work for this project?
        2. What was your assigned role?
        3. How did you fulfill your role?
        4. What specifically did you contribute to the Wikipedia page?
        5. What specifically did you contribute to the Wikidata page?
        6. Were there any issues in labor distribution among your group mates? If so, explain.
3. Wikipedia Analysis
    1. A discussion of how your article corresponds to Wikipedia's genre requirements
    2. Questions to address in your description:
        1. What pillars within the Wikipedia guidelines did you find most helpful?
        2. What model article did you use to craft your page?
        3. What did you find most challenging about creating your Wikipedia page?

3. A hyperlink analysis of your Wikipedia page with an accompanying data visualization
    1. To show the interconnectedness of your page, create a visualization (by hand or with a digital tool) that shows the pages your Wikipedia page links to.
    2. For example, if I created the Orange County Training School (OCTS) Wikipedia page, I would create a list of all the Wikipedia pages OCTS linked to and all the external sites it linked to (external sites will be in the reference section). I would then create a visualization that shows the effect of these links.
4. Describe what your visualization demonstrates and how this linking structure will impact the Jackson Center's mission of promoting the history of the Northside communities.

4. Wikidata Analysis
    1. A discussion of how your data corresponds to Wikidata genre requirements
        1. Questions to address in your description:
            1. How did you decide what properties to create?
            2. What other Wikidata properties that were related to your Wikidata page did you look to for guidance in creating your properties?
            3. What links or connections were hoping to make by creating this property?
            4. What did you find most challenging about creating your Wikidata page?
    2. A Wikidata query analysis in which you run one query relevant to your Wikidata page and discuss the results with an accompanying data visualization
        1. Just like we did in class, run one query that relates to your page, and create a corresponding visualization (by hand or with a digital tool).
        2. For example, if I created the OCTS page, I would run a query relating to the Rosenwald school Wikipedia page to find out where the Rosenwald schools were located. I would then create a map that showed these schools.
    3. Address the following questions in relation to your Wikidata query
        1. What did you query?
        2. What did you find in your query?
        3. Why did you choose to visualize this data in this way?
        4. Is there anything that you found surprising about this data (or the absence of it)?
        5. What else would need to be done to make this data more enriching and/or helpful?

5. Critical Reflection
    1. How did you see the relationship between rhetoric, power, and data arise in the Wikipedia/Wikidata project?
    2. Cite and use at least 2 class readings in your discussion. When referencing a reader, make sure to use a direct quote and connect the quote to your argument.
    3. The reflection portion of your paper should be 200-400 words.

Appendix B: Memorandum of Understanding Assignment

A Memorandum of Understanding is a voluntary agreement to assist in the implementation plans of a collaborative project. It generally defines the overall program goals and describes the collaborative nature and relationship between the identified project and MOU-referenced participant. 62

An effective Memorandum of Understanding (MOU) prevents misunderstandings and disputes by clarifying the expectations of the partners. The process of developing an MOU is an instructive and potentially invaluable experience for partners. 63

You will learn how responsive your partners will be — are your messages/emails returned promptly? Do your partners give the partnership the attention and seriousness it requires? You may also learn how your partners react when you disagree on an issue (By: Nonprofit Risk Management Center). 64

Create a copy of this MOU google doc and publish the link for the google doc in your group's google drive folder. 65

1. Name of Wikipedia project
2. Name of people involved in the MOU
3. Identification of time period of project
4. Communication modes/standards:
    1. What are the desired modes of desired communication?
    2. What will you do if standards and deadlines are not met?
5. Identification of roles and responsibilities each group member (see below).

Wikipedia content editor

- Main responsibilities: 66
    - Organize and manage development of the Wikipedia page (Note: everyone in the group must contribute content. Content editor manages development).
    - Divide labor of Wikipedia page writing evenly;
    - Create google doc as a space to draft the page;
    - Make necessary suggestions to your team's contributors
    - Create the Wikipedia page once draft is finalized
    - Review content on Wikipedia page and make sure it corresponds with genre conventions of Wikipedia and requirements of the

assignment

- Other responsibilities will be determined by each group

Wikidata content editor

- Main responsibilities:
  - Organize and manage development of the Wikidata page. (Note: everyone in the group must contribute content. Content editor manages development).
  - Divide labor of Wikidata page writing evenly;
  - Create google doc with proposed Wikidata statements
  - Make necessary suggestions to your team's contributors
  - Create Wikidata page
  - Review content on Wikidata page and make sure it corresponds with genre conventions of Wikidata and requirements of the assignment;
  - Help group run data queries for their individual portfolio and group presentation
- Other responsibilities will be determined by each group

Presentation editor

- Main responsibilities:
  - Organize and manage development of the group's final presentation. (Note: everyone in the group must contribute content. (Presentation editor manages development).
  - Divide labor of presentation creation evenly;
  - Create and manage google slides to collaboratively create group final presentation
  - Review content in presentation and make sure it corresponds with assignment and genre conventions of a presentation;
  - Make necessary suggestions to your team's contributors
- Other responsibilities will be determined by each group

Research Coordinator/Project Manager

- Main responsibilities:
  - Coordinate the different aspects of the project,
  - Serve as lead research manager - assign group members different sources to read and evaluate, organize sources collected by group, manage bibliography
  - Lead communications with the team and assure deadline compliance,
  - Store necessary assets and other materials needed for the project, including sources and images
- Other responsibilities will be determined by each group

Acknowledgements

This project would not have been possible without the generous collaboration and guidance of folks at the Marian Cheek Jackson Center for Community Engagement, particularly Kathryn Wall and Anna Spencer, whose vision and commitment to preserving community histories made this partnership possible. Our thanks extend to the Jackson Center Community Review Board members, including William Gattis and Patricia Jackson, whose invaluable feedback, lived experiences, and willingness to share their knowledge shaped this work in fundamental ways. We are also grateful to new UNC members of this collaborative who joined as we were in the editing stages of the paper, including Sarah Ficke who taught another version of ENGL 114 and Aspen Ballas who joined the DLC as a graduate student.

Notes

[1] From a 2025 study from Profound, a company that "helps brands gain visibility in AI-generated answers," Wikipedia accounts for 47.9% of ChatGPT's top 10 sources and 5.7% of Google's top 10 sources for AI Overviews [Lafferty 2025].

[2] See Silva and Scott's Wikipedia editing project focused on the digital literacies of Black girls, hosted after-school in a Pittsburgh high school [Silva and Scott 2023].

[3] See also "'Flagged for Deletion': Wikipedia, the Federal Writers' Project, and First-Year Composition" [Rivard 2022].

[4] As Trey Conatser reminds us, students themselves should also be recognized as a community group in their own right: "While students themselves represent one 'public 'in this network, they also act as a conduit through which the archive and the academy at large can address audiences in other professional organizations and contexts as well as among the lay community" [Conatser 2022, 239].

[5] The more edits that a Wikipedian makes the more power they obtain within the Wiki ecosystem. One can achieve extended confirmed status if they make 500 edits in 30 days, and from there they can work their way to administrator status with even more edits and successful election by other administrators [Wikimedia Foundation 2023a].

[6] Technical literacies such as account creation, site navigation, adherence to the Wikipedia pillars and manual of style, and the use of Wikitext markup for formatting are other forms of literacies that are separate from the discourse community literacies we focus on here. Nevertheless, they too contribute to editorial friction in the classroom.

[7] In order to provide structure for students and draw attention to labor equity in group work. Students were required to complete a Memorandum of Understanding (MOU) before beginning work (see Appendix B).

[8] Other users can, however, change the information that another user puts in, which presents other issues of both power and accuracy.

[9] The Jackson Center's website pages on these oral histories sites (referred to as "Places" pages) also serve as stable alternate sources of historical information about these historical sites that are rich in community voices should Wikipedia editors reject oral history quotations, even when they appear on reliable secondary sources like the historian-curated and fully researched From the Rock Wall website.

Works Cited

Ball 2019 Ball, C. (2019) "WikiLiteracy: Enhancing students' digital literacy with Wikipedia", *Journal of Information Literacy*, 13(2), pp. 253–271.

Beer 2016 Beer, D. (2016) “The social power of algorithms”, *Information, Communication & Society*, 20(1), pp. 1–13. https://doi.org/10.1080/1369118x.2016.1216147.

Brown 2015 Brown, J.J. (2015) *Ethical programs: Hospitality and the rhetorics of software*. Ann Arbor: University of Michigan Press.

Chapekis and Lieb 2025 Chapekis, A. and Lieb, A. (2025) “Google users are less likely to click on links when an AI summary appears in the results”, *Pew Research Center*, 22 July. https://www.pewresearch.org/short-reads/2025/07/22/google-users-are-less-likely-to-click-on-links-when-an-ai-summary-appears-in-the-results/.

Conatser 2022 Conatser, T. (2022) “Open pedagogy and the archives: Engaging students in public digital humanities”. In: Schwan, A., Thomson, T. (eds.) *The Palgrave Handbook of Digital and Public Humanities*. Palgrave Macmillan, Cham. https://doi.org/10.1007/978-3-031-11886-9_13.

Deckelmann 2023 Deckelmann, S. (2023) “Wikipedia's value in the age of generative AI”, *Wikimedia Foundation*, 12 July. https://wikimediafoundation.org/news/2023/07/12/wikipedias-value-in-the-age-of-generative-ai/.

Digital Literacy and Communications Lab n.d. *Digital Literacy and Communications Lab.* (n.d) University of North Carolina at Chapel Hill. https://dlclab.unc.edu/.

Duncan 2020 Duncan, A. (2020) “Towards an activist research: Is Wikipedia the problem or the solution?”, *Art Libraries Journal*, 45(4), pp. 155–161. doi:10.1017/alj.2020.24.

El Khatib et al. 2020 El Khatib, R. et al. (2020) “An "open lab?" The Electronic Textual Cultures Lab in the evolving digital humanities landscape”, *DHQ: Digital Humanities Quarterly*, 14(3). https://dhq.digitalhumanities.org/vol/14/3/000480/000480.html.

Estill 2017 Estill, L. (2017) “Collaborative knowledge creation and student-led assignment design: Wikipedia in the university literature class”, *DHQ: Digital Humanities Quarterly*, 11(3). https://dhq.digitalhumanities.org/vol/11/3/000320/000320.html.

Ford and Iliadis 2023 Ford, H. and Iliadis, A. (2023) “Wikidata as semantic infrastructure: Knowledge representation, data labor, and truth in a more-than-technical project”, *Social Media + Society*, 9(3), pp. 1–13. doi: 10.1177/20563051231195552.

Freeman 1944 Freeman, C. (1944) “Growth and plan for a community: A study of Negro life in Chapel Hill and Carrboro, North Carolina”. [Masters thesis, University of North Carolina at Chapel Hill]. https://cdr.lib.unc.edu/concern/dissertations/00000773z.

From the Rock Wall, 2022 From the Rock Wall (2022) “Cynthia Edwards-Paschall - On hanging out at Hargraves (clip).” *From the Rock Wall*. Available at: https://fromtherockwall.org/oral-histories/cynthia-edwards-paschall-on-hanging-out-at-hargraves-clip

From the Rock Wall 2023 From the Rock Wall. (2023) “Eugene Farrar - History (clip)”, *From the Rock Wall*. Available at: https://fromtherockwall.org/oral-histories/eugene-farrar-history.

From the Rock Wall n.d. From the Rock Wall (n.d.) “Hargraves Center”, *From the Rock Wall*. Available at: https://fromtherockwall.org/images/hargraves-center-circa-1942.

Gauthier and Sawchuk 2017 Gauthier, M. and Sawchuk, K. (2017) “Not notable enough: Feminism and expertise in Wikipedia”, *Communication and Critical/Cultural Studies*, 14(4), pp. 385–402. doi: 10.1080/14791420.2017.1386321.

Gordon 2015 Gordon, T. (2015, February 22) “Howard students and professors among many helping to add more black history to Wikipedia's predominantly white database”, *Atlanta Black Star*. Available at: https://atlantablackstar.com/2015/02/22/howard-students-professors-among-many-helping-add-black-history-wikipedias-predominantly-white-database/.

Hackney School 2026 “Hackney School”. (2026) *Wikipedia*. Available at: https://en.wikipedia.org/wiki/Hackney_School.

Hargraves Community Center 2026 “Hargraves Community Center”, (2026) *Wikipedia*. Available at: https://en.wikipedia.org/wiki/Hargraves_Community_Center.

Heidebrink-Bruno 2014 Heidebrink-Bruno, A. (2014) “Multiple and converging literacies: A review of Learning the Virtual Life, edited by Peter Trifonas”, *DHQ: Digital Humanities Quarterly*, 8(3). https://dhq.digitalhumanities.org/vol/8/3/000191/000191.html.

Iliadis 2023 Iliadis, A. (2023) *Semantic media: Mapping meaning on the internet*. Hoboken: John Wiley & Sons.

Kennedy 2017 Kennedy, K. (2017) “A long-belated welcome: Accepting digital humanities methods into non-DH classrooms”, *DHQ: Digital Humanities Quarterly*, 11(3). https://dhq.digitalhumanities.org/vol/11/3/000315/000315.html.

Kill 2012 Kill, M. (2012) “Teaching digital rhetoric: Wikipedia, collaboration, and the politics of free knowledge”, in Hirsch, B.D. (ed.) *Digital humanities pedagogy: Practices, principles and politics*. Cambridge: Open Book Publishers, pp. 389–405.

Knight 2022 Knight, A. (2022) *Community is the Way: Engaged Writing and Designing for Transformative Change*. The WAC Clearinghouse; University Press of Colorado. https://doi.org/10.37514/PRA-B.2022.1480.

Lafferty 2025 Lafferty, N. (2025) “AI platform citation patterns: How ChatGPT, Google AI Overviews, and Perplexity source information”, *Profound*, 5 June. https://www.tryprofound.com/blog/ai-platform-citation-patterns.

Littlejohn et al. 2021 Littlejohn, A., Hood, N., Rehm, M., McGill, L., Rienties, B., & Highton, M. (2021) “Learning to become an online editor: The editathon as a learning environment”, *Interactive Learning Environments*, 29(8), pp. 1258–1271.

Lockett 2019 Lockett, A. (2019) “Why do I have authority to edit the page? The politics of user agency and participation on Wikipedia”, *Wikipedia @ 20*. https://wikipedia20.mitpress.mit.edu/pub/5jb1d216.

Ma and Van Kleeck 2023 Ma, X., & Van Kleeck, D. (2023) “Nothing new but better — adapting pre-coordinated subject headings for digital collections”, *Technical Services Quarterly*, 40(4), pp. 260–273. https://doi.org/10.1080/07317131.2023.2259693.

McAndrew 2017 McAndrew, E. (2017, November 22) “Wikidata in the classroom — data literacy for the next generation”, *Wikimedian in Residence*. https://thinking.is.ed.ac.uk/wir/author/emcandre/page/6/.

McDowell and Vetter 2021 McDowell, Z.J., & Vetter, M.A. (2021) *Wikipedia and the Representation of Reality*. https://doi.org/10.4324/9781003094081.

Minhaj and Urs 2021 Minhaj, M., & Urs, S. (2021) “Wikipedia infoboxes: The big data source for knowledge bases behind Alexa and Siri virtual assistants”, *Information Matters*, 1(11). Available at: https://r7q.22f.myftpupload.com/2021/11/wikipedia-infoboxes-the-big-data-source-for-knowledge-bases-behind-alexa-and-siri-virtual-assistants.

Nelson 2018 Nelson, J. (2018) “Rhetorical interventions: A project design for composing and editing Wikipedia articles”. In K.L. Blair & L. Nickoson (Eds.), *Composing Feminist Interventions: Activism, Engagement, Praxis* (489–503). The WAC Clearinghouse; University Press of Colorado. https://doi.org/10.37514/PER-B.2018.0056.

Oral History Interview with Fran Jackson 2001 Oral History Interview with Fran Jackson. *Documenting the American south: Oral histories of the American South*. (2001, March 23). https://docsouth.unc.edu/sohp/K-0208/excerpts/excerpt_7709.html.

Piccardi et al. 2021 Piccardi, T., Redi, M., Colavizza, G., & West, R. (2021) “On the value of Wikipedia as a gateway to the web”, *Proceedings of the Web Conference 2021*, 249–260. https://doi.org/10.1145/3442381.3450136.

Ricœur 2004 Ricœur, P. (2004) *Memory, History, Forgetting*. Translated by K. Blamey and D. Pellauer. Chicago: University of Chicago Press.

Ripoll et al. 2025 Ripoll, M. et al. (2025) “Filling in the blanks? A systematic review and theoretical conceptualisation for measuring WikiData content gaps”, arXiv preprint arXiv:2505.16383. https://arxiv.org/abs/2505.16383.

Ritchie 2014 Ritchie, D.A. (2014) *Doing oral history*. Oxford University Press.

Rivard 2022 Rivard, C. (2022) “"Flagged for deletion": Wikipedia, the Federal Writers' Project, and first-year composition”, *Teaching Through the Archives: Text, Collaboration, and Activism*, 248–262.

Sanders Thompson and Hood 2016 Sanders Thompson, V.L. & Hood, S.M. (2016) “Academic and community partnerships and social change”. *The Crisis of Race in Higher Education: A Day of Discovery and Dialogue*, ed. W.F. Tate et. al., 127–149.

Schwan and Thomson 2023 Schwan, A., & Thomson, T. (Eds.). (2023) *The Palgrave handbook of digital and public humanities / edited by Anne Schwan and Tara Thomson*. Palgrave Macmillan.

Sigalov and Nachmias 2023 Sigalov, S.E., & Nachmias, R. (2023) “Investigating the potential of the semantic web for education: Exploring Wikidata as a learning platform”, *Education and Information Technologies*, 28(10), pp. 12565–12614. https://doi.org/10.1007/s10639-023-11664-1.

Silva and Scott 2023 Silva, E., & Scott, K. (2023) “Developing black feminist researcher identities”, *Journal of Information Literacy*, 17(1). https://doi.org/10.11645/17.1.3359.

Simonite 2019 Simonite, T. (2019) “Inside the Alexa-friendly world of Wikidata”, *Wired*. Available at: https://www.wired.com/story/inside-the-alexa-friendly-world-of-wikidata/.

Smulyan 2020 Smulyan, S. (ed.). (2020) *Doing public humanities.*. Routledge.

Sommer and Quinlan 2020 Sommer, B.W., & Quinlan, M.K. (2020) *The oral history manual*. Rowman & Littlefield.

The Chapel Hill Weekly 1923-1972 *The Chapel Hill Weekly*. (1923-1972). Chapel Hill, N.C.: Louis Graves. Available at: https://www.loc.gov/item/sn92073229/.

The Marian Cheek Jackson Center 2021 The Marian Cheek Jackson Center. (2021) *Our Vision and Mission*, *The Marian Cheek Jackson Center*. Available at: https://jacksoncenter.info/our-mission/.

The Marian Cheek Jackson Center n.d. The Marian Cheek Jackson Center (n.d.) “Our Story”, *The Marian Cheek Jackson Center*. https://jacksoncenter.info/our-mission/our-story.

Town of Chapel Hill Town of Chapel Hill. (n.d.) *Chapel Hill Open Data: Topography*. Available at: https://opendata-townofchapelhill.hub.arcgis.com/search?q=topography&tags=planning%2Chousing%2Ccommunity%2520development.

Tripodi 2021 Tripodi, F. (2021) “Ms. categorized: Gender, notability, and inequality on Wikipedia”, *New Media & Society*, 25(7), pp. 1687–1707. https://doi.org/10.1177/14614448211023772.

Vetter 2014 Vetter, M. (2014) “Archive 2.0: What composition students and academic libraries can gain from digital-collaborative projects”, *Composition Studies*, 42(1), pp. 35–53.

Vincent and Hecht 2021 Vincent, N., & Hecht, B. (2021) “A deeper investigation of the importance of Wikipedia links to search engine results”, *Proceedings of the ACM on Human-Computer Interaction*, 5(CSCW1), pp. 1–15. https://doi.org/10.1145/3449078.

Wiki Education 2017 Wiki Education (2017) *Editing Wikipedia: A guide for student editors supported by Wiki Education*. Available at: https://upload.wikimedia.org/wikipedia/commons/9/90/Editing_Wikipedia_brochure_(Wiki_Education_Foundation)_(2017).pdf

Wikidata n.d. Wikidata (n.d.) “Introduction”, *Wikidata*. Available at: https://www.wikidata.org/wiki/Wikidata:Introduction.

Wikimedia Foundation 2005 Wikimedia Foundation (2005) “Linking”, *Wikipedia*. Available at: https://en.wikipedia.org/wiki/Wikipedia:Manual_of_Style/Linking.

Wikimedia Foundation 2023a Wikimedia Foundation. (2023) “Autoconfirmed users”, *Wikipedia*. Available at: https://simple.wikipedia.org/wiki/Wikipedia:Autoconfirmed_users

Wikimedia Foundation 2023b Wikimedia Foundation (2023) “Prime objective”, *Wikipedia*. Available at: https://en.wikipedia.org/wiki/Wikipedia:Prime_objective#:~:text=%22Imagine%20a%20world%20in%20which,Wikimedia%20movement%2C%20are%20working%20toward.

Wikimedia Foundation n.d.a Wikimedia Foundation. (n.d.) “ Wikimedia projects”, *Wikimedia Foundation*. Available at: https://wikimediafoundation.org/our-work/wikimedia-projects/#a3-technology.

Wikimedia Foundation n.d.b Wikimedia Foundation. (n.d.) “Reliable sources”, *Wikipedia*. Available at: https://en.wikipedia.org/wiki/Wikipedia:Reliable_sources.

Zhao 2023 Zhao, F. (2023) “A systematic review of Wikidata in digital humanities projects”, *Digital Scholarship in the Humanities*, 38(2), pp. 852–874.

Recommendations

DHQ is testing out three new article recommendation methods! Please explore the links below to find articles that are related in different ways to the one you just read. We are interested in how these methods work for readers—if you would like to share feedback with us, please complete our short evaluation survey. You can also visit our documentation for these recommendation methods to learn more.

SPECTER Recommendations

Below are article recommendations generated by the SPECTER model:

1. Open, Equitable, and Minimal: Teaching Digital Scholarly Editing North and South, 2022, Raffaele Viglianti, Maryland Institute for Technology in the Humanities, University of Maryland, USA; Gimena del Rio Riande, National Council on Scientific and Technical Research, Argentina; Nidia Hernández, National Council on Scientific and Technical Research, Argentina; Romina De Léon, CONICET (National Council on Scientific and Technical Research, Argentina)
2. Creating Spaces for Interdisciplinary Research across Literature, Neuroscience, and DH: A Case Study of The Digital Humanities and Literary Cognition Lab (DHLC), 2020, Natalie Philips, Michigan State University; Alexander Babbitt, Michigan State University; Soohyun Cho, Michigan State University; Jessica Kane, Albion College; Cody Mejeur, University at Buffalo; Craig Pearson, Michigan State University
3. Review of The Bloomsbury Handbook to the Digital Humanities (2023), 2025, Soni Wadhwa, SRM University, India

4. Towards a Seamful Design of Networked Knowledge: Practical Pedagogies in Collaborative Teams, 2017, Aaron Mauro, Penn State Behrend; Daniel Powell, University of Victoria; Sarah Potvin, Texas A&M University; Jacob Heil, The Five Colleges of Ohio; Eric Dye, Penn State Behrend; Bridget Jenkins, Penn State Behrend; Dene Grigar, Washington State University
5. Now is the Future Now? The Urgency of Digital Curation in the Digital Humanities, 2013, Alex H. Poole, University of North Carolina at Chapel Hill

DHQ Keyword Recommendations

Below are article recommendations generated by DHQ Keywords:

1. Reaping the Harvest: Descendant Archival Practice to Foster Sustainable Digital Archives for Rural Black Women, 2022, Jazma Sutton, Miami University, Ohio; Kalani Craig, Indiana University Bloomington
2. Algorithmic Close Reading: Using Semantic Triplets to Index and Analyze Agency in Holocaust Testimonies, 2022, Lizhou Fan, University of Michigan; Todd Presner, UCLA
3. Decolonial by Design: Building Sekuru's Stories, 2024, Jennifer W. Kyker, University of Rochester
4. The Digital Future is Now: A Call to Action for the Humanities, 2010, Christine L. Borgman, Professor & Presidential Chair in Information Studies, UCLA
5. A Long-Belated Welcome: Accepting Digital Humanities Methods into Non-DH Classrooms, 2017, Kara Kennedy, University of Canterbury

TF-IDF Recommendations

Below are article recommendations generated by the TF-IDF Model:

1. Towards a National Data Architecture for Cultural Collections: Designing the Australian Cultural Data Engine, 2024, Rachel Fensham, University of Melbourne; Australian Cultural Data Engine; Tyne Daile Sumner, Australian National University; Australian Cultural Data Engine; Nat Cutter, University of Melbourne; Australian Cultural Data Engine; George Buchanan, RMIT University; Rui Liu, University of Melbourne; Justin Munoz, Independent Scholar; James Smithies, Australian National University; Ivy Zheng, University of Newcastle; David Carlin, RMIT University; Erik Champion, University of South Australia; Hugh Craig, University of Newcastle; Scott East, University of New South Wales; Chris Hay, Flinders University; Lisa M. Given, RMIT University; John Macarthur, University of Queensland; David McMeekin, Curtin University; Joanna Mendelssohn, University of Melbourne; Deborah van der Plaat, University of Queensland
2. Healing the Gap: Digital Humanities Methods for the Virtual Reunification of Split Media and Paper Collections, 2021, Stephanie Sapienza, Maryland Institute for Technology in the Humanities; Eric Hoyt, University of Wisconsin-Madison; Matt St. John, University of Wisconsin-Madison; Ed Summers, Maryland Institute for Technology in the Humanities; JJ Bersch, University of Wisconsin-Madison
3. Community-Driven Linked Data Approaches in Builders and Defenders: Nashville's Historical Black Civil War Database, 2024, Angela Sutton, Vanderbilt University; Jessica Power, Vanderbilt University; Fisk University
4. Bias in Big Data, Machine Learning and AI: What Lessons for the Digital Humanities?, 2023, Andrew Prescott, University of Glasgow
5. Open Tool Registries! Resolving the Directory Paradox with Wikidata, 2026, Till Grallert, Humboldt-Universität zu Berlin; Sophie Eckenstaler, Deutsches Dokumentationszentrum für Kunstgeschichte – Bildarchiv Foto Marburg; Claus-Michael Schlesinger; Nicole Dresselhaus, Humboldt-Universität zu Berlin; Isabell Trilling, Humboldt-Universität zu Berlin; Sophie Stark, Humboldt Universität zu Berlin


This work is licensed under a Creative Commons Attribution-NoDerivatives 4.0 International License.