

CONEX FELLOWSHIP

PROJECT REPORT

Fellow Name and Surname: Roger Louis Martínez-Dávila

Project acronym: GCS – EESSPHAÑA

Project title: Global Citizen Scholars: Energizing English and Spanish-Speaking Humanists to Advance Knowledge and Act

Funding Scheme: Experienced Professor

Reporting Period: 1

Start date of reporting period: 1 September 2015

End date of reporting period: 1 September 2016

*The periodic report must be submitted by the researcher (CONEX fellow) **within 30 days** following the end of first and second year of the project. This report should be signed by the researcher (CONEX fellow) and mentor*

Fellow Signature

Roger Louis Martínez-Dávila

Fellow Name

Mentor Signature

Jaime Alvar Ezquerra

Mentor Name

PUBLISHABLE SUMMARY

As a CONEX Marie Curie Fellow at the *Universidad Carlos III de Madrid*, I seek to advance my professional scholarly goals that pertain to my research project, *Global Citizen Scholars: Energizing English and Spanish Speaking Humanists to Advance Knowledge and Act (GCS – EESSPHAÑA)*, as well as my ongoing intellectual endeavors.

GCS – EESSPHAÑA is a global educational, research, and social engineering initiative. My project will thrust *UC3M* into the forefront of (1) reclaiming humanity's deep seated cultural curiosity; (2) mobilizing technology to energize English & Spanish speaking students (Global Citizen Scholars) to learn about and contribute to scholarly research on medieval/early modern Jewish, Christian, and Muslim cooperation and conflict; and (3) developing a new cooperative education research model for the 21st century. Crucial to my initiative is a tenfold expansion of the Global Citizen Scholar model I developed and used in my summer 2014 *Deciphering Secrets: Unlocking the Manuscripts of Medieval Spain Massive Open Online Course (MOOC)*, which reached 10,600+ students in 143 nations. *GCS – EESSPHAÑA* will multiply this innovative model that offers students free high quality, thought provoking instruction in exchange for their help in transcribing manuscripts that contain details about interfaith relations. Specifically, I will develop and offer five (5) English/Spanish language *edX MOOCs* (2016 to 2018) on the interreligious affairs of three Castilian cities (Burgos, Granada, and Toledo). I will publish peer reviewed scholarship on interfaith religious history and crowdsourcing best practices. Lastly, the crowdsourced manuscript transcriptions will be used to inform the research activities of my ten university initiative called the *Revealing Cooperation and Conflict Project*. *GCS – EESSPHAÑA* will be the first comprehensive *MOOC* crowdsourcing transcription project for any Spanish or North American university. In less than three years, I aspire to will reach at least 87,000 students and hopefully as many as 130,000 students. *GCS – EESSPHAÑA* will make *UC3M* the leader in this emerging arena of globalized humanistic studies.

My primary accomplishments for the current year include:

- I submitted my promotion and tenure application at University of Colorado so that I can be advanced to Associate Professor of History.
- I developed and implemented the *Deciphering Secrets: Unlocking the Manuscripts of Medieval Burgos (Spain) Massive Open Online Course (MOOC)* during spring/summer 2016. What was most exciting about the course is that it demonstrated that everyday students (approximately 1,700 students from 95 nations) performed high level analysis (transcription) of very challenging medieval manuscripts from the 15th century. Most historians have difficulty with transcription work, but our students understood 65% to 75% of the medieval handwriting they studied (quantitatively evaluated).
- I developed collaborative relationships and agreements with multiple local, national and international organizations. This includes the Catedral de Burgos,

Museo de Burgos, Archivo Municipal de Burgos, Fulbright España (an American institution), Casa Arabe, Centro Sefarad Israel, and two research groups at the Consejo Superior de Investigaciones Científicas.

- I had three peer reviewed journal articles and book chapters accepted for publication.
- I successfully launch of the *Fractured Faiths: Spanish Judaism, The Inquisition, and New World Identities* exhibition at the New Mexico History Museum. This included a published catalogue book.
- I submitted my final 600+ page book manuscript, *Reconciling Blood and Faith: Creating the Converso Carvajal Santa Maria Family in Early Modern Spain*, to the University of Notre Press in USA.

1. PROJECT OBJECTIVES, WORK PROGRESS AND ACHIEVEMENTS DURING THE PERIOD

1.1. OBJECTIVES FORESEEN

- Develop, teach, and complete the Deciphering Secrets: Unlocking the Manuscripts of Medieval Burgos (Spain) Massive Open Online Course (MOOC) on edx.org.
- Enhance my publication record while maintaining my research efforts and teaching initiatives.
- Experiment with new digital humanities methods, practices, and theories to enhance research methods and dissemination of information to scholars and the general public.
- Complete the revision and publication of my 600 page monograph, *Blood, Faith, and Identity: Jews, Old Christians, and Conversos in Early Modern Spain*, with the *University of Notre Dame Press (USA)*.
- Complete the curation of the “Fractured Faiths: Spanish Judaism, The Inquisition, and New World Identities” museum exhibition for the *New Mexico History Museum (Santa Fe, NM, USA)*.
- Co edit and author the exhibition catalogue (book) for the “Fractured Faiths: Spanish Judaism, The Inquisition, and New World Identities” exhibition. (Publisher: Fresco Fine Arts)
- Complete the revision and publication my article “Spanish Online Resources for Latin American History” in the *Association for Spanish and Portuguese Historical Studies Bulletin*.
- Publication of my essay, “The Potential of Massive Open Online Courses: Engaging Global Audiences to Transcribe Spanish Manuscripts”, in the *Association for Spanish and Portuguese Historical Studies Newsletter*.
- Co authoring and publish the essay, “Telling Stories: Historical Narratives in Virtual Reality,” in the *Routledge UK Handbook* volume titled, *Digital Medieval Literature and Culture*.
- Co authoring and publishing the essay, “Remediation and 3D Design: Immediacy and the Medieval Video Game World,” in the *Routledge UK Handbook* volume titled, *Digital Medieval Literature and Culture*.

1.2. WORK PROGRESS

1.2.1. Promotion and Tenure Application at University of Colorado.

As of August 2016, I have submitted my application for promotion and tenure at the University of Colorado Colorado Springs, my home institution. During a brief visit to Colorado in August 2016, I met with the chancellor of my university (Pam Shockley Zalabak) as well as the dean of my college (Peter Braza). *Both indicated my application for promotion from Assistant Professor of History to Associate Professor of History is excellent.* After a comprehensive review conducting by my department, the college, and the university, and 8 external academic reviewers is completed, *I expect to be promoted in May 2017.*

1.2.2. Successful development and implementation of the Deciphering Secrets: Burgos MOOC.

Although we (UTEID, Raul Aguilera, Rosa Sanchez, others) had very limited time to develop and advertise the MOOC, we launched on 14 June 2016 and completed the course on 8 August 2016. I was disappointed that enrollment was only 1,659 students, but we only had one month to advertise and promote the course. However, 95 countries were represented in the course. 45% of the students were from the United States which demonstrates how the course is reaching this English speaking audience. It remains my goal to have this individual course reach 50,000 60,000 students. This can be achieved with offering the course repeatedly. (See below)

What was most exciting about the course is that it demonstrated that everyday students performed high level analysis (transcription) of very challenging medieval manuscripts from the 15th century. Most historians have difficulty with transcription work, but our students understood 65% to 75% of the medieval handwriting they studied (quantitatively evaluated). This is exceptionally good and it shows that students of all types of backgrounds and all ages can perform this scholarly research. *Further, the students transcribed 8 original medieval documents as a group (cohort), which can now be gathered for a new book (collection) of historical manuscripts that pertain to Jewish, Christian, and Muslim interrelations.* Over the course of the next two years, will have the opportunity to translate a large number of new manuscripts hopefully several hundred pages of documents.

In this regard, it is my request to UC3M to begin repeating the Deciphering Secrets: Burgos course as soon as possible. It should be an "on demand" course that new

students can register and take now. Each new group of students will be given new documents to transcribe and review all of which will be published as an academic book. Soon, I will provide a more formal evaluation on the MOOC, as well as provide several letters of recognition to highlight the excellent work of Raul Aguilera and Rosa Sanchez and others. I will be publishing the results of MOOC in academic journals as well.

1.2.3. Successful development of collaborative relationships and agreements with multiple local, national and international organizations.

This includes the Catedral de Burgos, Museo de Burgos, Archivo Municipal de Burgos, Fulbright España (an American institution), Casa Arabe, Centro Sefarad Israel, and two research groups at the Consejo Superior de Investigaciones Científicas. Now that these partnerships have been built, I will utilize them to further promote my MOOCs and UC3M. *Due to my collaborations with CSIC, I expect that Dr. Ana Rodriguez of CSIC will be incorporating me and my work into her new 2.5 million euro ERC project, Petrifying Wealth.*

1.2.4. Three peer-reviewed journal articles and book chapters completed and accepted for publication since March 2016.

In addition, I have three articles/book chapters being published this year with Routledge UK and the Association for Spanish and Portuguese Historical Studies. These articles/chapters include (click hyperlinks to see final versions). *UC3M is cited as one of my educational institutions for each publication and I will include a note indicating CONEX funded the research.*

1.2.5. Successful launch of the *Fractured Faiths: Spanish Judaism, The Inquisition, and New World Identities* exhibition at the New Mexico History Museum.

This \$400,000+ USD exhibition includes a published book, which I co authored, and has been positively reviewed. Most recently, by the Times of Israel (See: [“When the Spanish Inquisition expanded to the New World,” 16 August 2016, The Times of Israel.](#))

1.2.6. Submission of my final 600+ page book manuscript, *Reconciling Blood and Faith: Creating the Converso Carvajal-Santa Maria Family in Early Modern Spain*, to the University of Notre Press in USA.

I have an existing contract with this prestigious press to publish this book and it has been passed peer review.

1.2.7. Primary Challenges for Year 1

Self reflection is always challenging for each of us, and I have tried my best to identify my own areas from improvement. These include:

- *Failure on my part to come to a satisfactory agreement with Dr. Diego Navarro Bonilla on how best to co develop a new MOOC at UC3M.* I am pleased that Dr. Navarro and his colleagues are continuing to develop the MOOC. They are a good group of scholars, however, our goals turned out to be dissimilar. My interest in decisive change in how educational institutions operate and how government can be responsive to its citizens ("social change", "institutional change") were incompatible with the team. *This is my fault* because of my own North American/British expectations for accountability, assuming risk, and willingness to embrace confrontation. My colleagues seemed committed to conducting the course and working in a tradition manner and I believed I had very little to offer my colleagues. More about my decision was reported in this letter to Dr. Delgado. It is attached. *I will note that in retrospect, I could have been more accommodating of Dr. Navarro's approach. Again, I have learned from this episode and will do my best to be more understanding others' positions.* Simultaneously, I do continue to believe that my colleagues minimized my role in the development of the MOOC after we won the award monies. Perhaps, this is because I am an outsider.
- *MOOC enhancements.* There are a number of areas where I am not pleased with the quality and outcomes of my Deciphering Secrets: Burgos MOOC. I am 90% happy with the work, but I must improve a few elements including: standardizing video production efforts, starting earlier on the preparation of materials (although everything was delivered on time), and determining how I can better integrate my work with UTEID. *On the whole, I am extremely pleased with UTEID especially Raul Aguilera and Rosa Sanchez. They are exceptional.* Additionally, I need to broaden the topics I am teaching in the MOOCs to appeal to a larger audience. I am presently making modifications that will be noticeable in the promotion video being prepared for the MOOC Series.
- *Better integration with the university faculty.* Although I was able to build some new relationship at UC3M, and have met many faculty like Dr. Telmo Zarronandia Ayo, I was not able to support those relationships effectively. I was

so busy with work that I did not attend to these relationships properly. I regret this outcome. For example, I was not able to continue development a ERC proposal with Telmo Zarranandia during summer 2016, but I intend to follow up with him and see how we can work together.

- *"Missed opportunities" for CONEX.* I believe that I missed several opportunities to maximize my participation in CONEX this year, and perhaps this was a result of so much work and a bit of culture shock. This year, I would like to play a more decisive role in leading our group of CONEX fellows as a collaborative group of scholars. I will be actively soliciting my fellow CONEX scholars to organize ourselves and lead our own work as a group. Of course, I will do this in concert with my the CONEX Program and with any direction provided by the university.
- *I am not pleased with my Spanish language fluency and I intend to utilize more time and a tutor to improve it this year.* This is a simple point and very important

1.3. DISSEMINATION AND EXPLOTATION OF RESULTS

Please list all the dissemination activities carried out during the reporting period and the results protected by IPR (if any).

A. Scientific Publications

- Martínez Dávila, Roger Louis, Josef Díaz, and Ron D. Hart, eds. *Fractured Faiths: Spanish Judaism, the Inquisition, and New World Identities*. Albuquerque: Fresco Books, 2016.
- Martínez Dávila, Roger Louis, Paddington Hodza, Mubbasir Kapadia, Sean T. Perrone, Christoph Hölscher, and Victor R. Schinazi. "Telling Stories: Historical Narratives in Virtual Reality." Routledge Digital Medieval Literature and Culture, eds. Jen Boyle and Helen J. Burgess. Forthcoming.
- Martínez Dávila, Roger Louis, and Lynn Ramey. "Remediation and 3D Design: Immediacy and the Medieval Video Game World." Routledge Digital Medieval Literature and Culture, eds. Jen Boyle and Helen J. Burgess. Forthcoming.
- Martínez Dávila, Roger Louis. "Spanish Online Resources for Spanish and Latin American History." *Bulletin for Spanish and Portuguese Historical Studies*, Volume 41, Issue 1 (2016). Forthcoming.
- Martínez Dávila, Roger Louis. *Reconciling Blood and Faith: Creating the Converso Carvajal Santa Maria Family in Early Modern Spain*. Notre Dame: Notre Dame University Press, forthcoming.

B. *Dissemination and communication activities**

- “Put down your forks, folks. MOOCs aren’t done yet!” Panel member, Colorado Learning and Teaching with Technology (COLTT) Conference, University of Colorado System, Boulder, CO, August 3, 2016.
- “Plus Ultra, Beyond Text: Digital 3D Representations of Late Medieval Spanish Inter Religious History” workshop presentation at the Programme du séminaire “Épistémologie et pratiques des Humanités numériques” on May 13, 2016. Paris, France.
- "Digitally Democratizing Discovery: Mobilizing Global Citizen Scholars for Manuscript Studies" public lecture at the Behavioral Studies Colloquium at ETH Zurich on April 5, 2016. Zurich, Switzerland.
- "Global Citizen Scholars: Crowdsourcing Discovery and Manuscript Transcription Via Massive Open Online Course" public lecture at the Power and Institutions in Medieval Islam and Christendom project at the Consejo Superior de Investigaciones Científicas on February 1, 2016. Madrid, Spain.

C. *Intellectual property rights resulting from the project**

None.

1.5 OTHER ACTIVITIES

None.

1.6 ETHICAL ISSUES

Ethical Issues Description

GCS – EESSPHAÑA abided by and followed all of the required ethical guidelines during this first project year.

*GCS – EESSPHAÑA involves teaching online courses, known as *Massive Open Online Courses (MOOCs)*, using UC3M’s existing partner, *edX* (www.edx.org). According to *edX*, “*EdX* offers online courses that include opportunities for professor to student and student to student interactivity, individual assessment of a student's work and, for students who demonstrate their mastery of subjects, a certificate of achievement or other acknowledgment.” See: <https://www.edx.org/edx> terms service.*

The (5) five MOOCs that I will offer will be facilitated through the existing UC3M edX partnership. Thus, no new agreements, permissions, or approvals should be needed to offer these MOOCs.

The information that will be electronically collected relates to persons' (1) privacy and (2) Research Involving non EU Countries. The electronic data collected in *MOOCs* includes: full name, student identification number, email address, country of residence, student assignment submissions, and any other existing student demographic sociological information collected by *UC3M edX*.

Presently, *UC3M edX MOOC* students are currently protected via the *edX's* Privacy Policy, which is posted here: <https://www.edx.org/edx-privacy-policy>.

In order for students to enroll and participate in an *edX MOOC*, they must consent to the following relevant elements of the Privacy Policy. If the student does not consent, they cannot enroll or participate in a *MOOC*.

2. NEXT PROJECT PERIOD: OBJECTIVES, ACTIVITIES AND RESULTS PLANNED

- During spring 2017, I will offer the Deciphering Secrets: Burgos MOOC to a new cohort of students/global citizen scholars.
- During fall 2016 through spring 2017, I will develop and implement the Deciphering Secrets: Toledo MOOC.
- I will begin development of an electronic database of comparative social, economic, religious, and political history for 15th century Burgos, Toledo, Granada, and Plasencia.
- During spring 2016 through summer 2017, I will present my research at one or two international conferences or venues pertaining to late medieval/early modern history and/or digital humanities.
- During spring 2016 through summer 2017, I will author and submit at least two articles pertaining to my MOOC research.
- I will submit at least one large European Research Council grant this year.