



# Montague-CTE Scholar Amy E. Earhart (2013-14) College of Liberal Arts



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TEACHING EXCELLENCE**  
TEXAS A&M UNIVERSITY

## Authentic Student Learning: The Millican “Riot,” 1868 Digital Archive <http://millican.omeka.net>

### Use of Funding:

Funding from the Montague-CTE award allowed me to incorporate a digital archive research project in my undergraduate course, English/Africana Studies 329: African-American Literature, Pre 1930.

Through the hands-on research project, students learned to research, digitize and construct a digital archive related to a local history event. Learning by doing, or “authentic student learning,” teaches students deep research skills, digital literacy, and critical thinking. They learn to “be” a digital humanist scholar.



The Millican “Riot,” 1868 website

### The Project:

The project collects primary sources that discuss the Millican Race “Riot” of 1868.



The event was covered by newspapers from France to Panama, Edinburgh to San Francisco, Hamburg to New York, suggesting the interest in and importance of the Millican confrontation. Yet this event has been given little attention in scholarship, surprising given its importance. To remedy this scholarly gap, students located, researched, digitized, annotated and transcribed primary source materials related to the “Riot,” expanding scholarly knowledge of this important historical event.

### Student Feedback:

Students enjoyed the project and its relationship to literature:

*The professor was always enthusiastic about what she taught and got us engaged in researching local history, and I found myself a lot more interested and invested than I thought I was going to be. Through this course I especially learned how to research and use the library at TAMU, which I think is a valuable asset in itself.*

*I also liked that she encouraged her students to look for historical sources and context to support and understand literature better.*

### Community Outreach:

In addition to student engagement, the project impacted the community and larger profession. I gave the following local talks: Aggie Agora at TAMU, Arbor Oaks at Crestview Community History Group, and the City of College Station, Exploring History Group.

I discussed the project at invited talks at the following institutions: University of Victoria, Texas Tech, Washington State University, Trinity University, Hamilton College, and the University of Alabama.

Further, the project is expanding through the partnership with the Camptown Ten Black history group, a local community group interested in preserving African American history in Texas. Our first project is obtaining a Texas historical marker for the Riot.

